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Comprehensive Student Assessment Program: 2001-2002

Lindenwood University

COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

2001-2002

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 a *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 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 latter part of the 1991-92 school year, although parts of it in some departments have 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 2001-2002 academic year, in the Fall of 2001, Lindenwood enrolled 4477 full-time undergraduates, an increase of 734 (19.6%) 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 4477 full-time undergraduates enrolled in Fall Semester 2001, 567 (12.7%) 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 1534, which is 34% of the total full-time undergraduate student body. This compares to 42% last year.

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

> 699 (15.6%) who are second year (17%,2000-01)

> 847 (18.9%) who are third year (15%, 2000-01)

> 1397 (31.2%) who are fourth year. (24% 2000-01)

Of this total number 19% are from minorities tabulated in the IPEDS report, 3% more than last year.

Some 1855 (41.4%) were men (47% last year), and 2622 (58.6%) were women (53% last year). An approximate 60/40 women/men ratio had been fairly consistent for many years.

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

A Note on the Graduate Student Body

The Fall 2001 IPEDs report data indicate that in the Fall semester, 2001 graduate students comprised

> 752 Full Time students of whom 259 (34.4%) were male and 493 (65.6) female.

> 1495 Part Time students of whom 345 (23.1%) were male and 1150 (76.9%) female.

Of these 79% came from Missouri (14% of these had been Lindenwood undergraduates), 14% from other states, and 7% 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, holds seats on the Assessment and the General Education Committees, and works with faculty from the several disciplines and programs. Assessment has been a mutual effort, using whatever information we could gain from North Central and other workshops, the national literature, examples from other institutions, and our own resources.

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

In short, the Lindenwood Assessment Plan is faculty-generated except with respect to the co-curricular aspects with which faculty are not primarily involved.

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

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 ninth 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.

<u>Is the time line for the assessment program appropriate? Realistic?</u>

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 2002-2003. As well, we will continue to build a culture of assessment permeating the entire campus.

<u>What is the evidence that the plan provides for appropriate administration of the assessment program?</u>

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 Dean of Faculty who is the administrator designated to monitor the program. The Dean of faculty takes an active, on-going interest in the program, but it is the responsibility of the Assessment Officer to perform the day-to-day tasks of supervision and coordination. This is almost entirely done by a process of consensus and persuasion. The Dean provides administrative backup 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, the official who is ultimately responsible for the Assessment Process as he is with 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 from each academic division, together with the Director of Student Life and the 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:
(These were revised in Spring 2002 to enhance measurability.)

Through the joint effort of Lindenwood faculty and students in teaching and learning students will be able to:

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

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

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

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

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

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

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

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

General Education Assessment

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

This is the pattern of courses required for the Bachelor of Arts and Bachelor of Science Degrees under the General Education requirement at Lindenwood for 2000-2001 (where requirements for the BS differ, they are marked by parentheses):

English Composition
     ENG 150, 170   (6 hours)

Communications (3 hours)

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

Fine Arts
     Arts, One course (3 hours)

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

Social Sciences (9 hours)
     American History or American Government (3 hours)
     Anthropology, 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 teaching courses that satisfy the several General Education requirements construct their courses so that the course goals and objectives flow from the over-all goals and objectives of the program. Their syllabi reflect their purposes in carrying out these program goals and objectives. Their examinations will test students on materials that fulfill these goals and objectives.

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. In the meantime, we are assembling a "pattern of evidence" process. As well, we will continue to use the C-Base and Praxis examinations, which are standardized instruments required of prospective teachers, to provide comparison with the broad cohort to which our education students belong.

The General Education Committee and the Assessment Committee have agreed to continue implementation of measurement of our success in conveying "core competencies" related to our General education Goals, a process that began during the academic year 1999-2000. Individual academic areas continue to develop and refine "rubrics" which will be scored locally and then tabulated for inclusion in a generalized review of the General Education Program's success. Particularly important areas are the two English composition courses and World History, which are required of virtually all students. At the beginning of the Fall semester of 2002, 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 2001-2002 saw important expansion of faculty initiatives in General Education Assessment. The following programs participated (* denotes first year participation, + denotes expanded participation);

Humanities Division	Human Services Division	Management Division	Sciences Division
English+	Criminal Justice*	Economics+	Biology*
Geography+		Political Science+	Chemistry*
History+			Geology
Religion			Mathematics
			Psychology
			Anthropology*
			Sociology

A two-year calendar for General Education Assessment may be found in Appendix II.

GENERAL EDUCATION ASSESSMENT BY COURSE

Courses are listed under the general education requirement they fulfill in the order those requirements are listed in the catalogue.

ASSESSMENT OF THE ENGLISH COMPOSITION
REQUIREMENT OF THE GENERAL EDUCATION CORE

English 110 and 150

Definitions: English 110 at Lindenwood University is a development course designed for students with limited English proficiency or limited writing ability. It serves as a prerequisite to English 150, the beginning level writing course.

Instruments: 1) Pre- and post-essay exam
2) Pre- and Post-grammar exam.

1) Pre- and post-essay exam: At the beginning of each semester, English 150 students complete a pre-essay exam. Students are given a prompt based on the first paragraph from an essay by Christine Leong entitled "Being a Chink." Students are given 50 minutes to write an essay demonstrating agreement or disagreement with the position taken by Ms. Leong. At the end of the time period, students submit their essays for review. Individual instructors may choose to review the essays as a means of determining whether or not students have been placed at the correct level or composition. However, student papers are not graded at this time for correctness, and papers are not returned to students. This exercise serves as a means of determining correct placement and an introduction to the assessment process.

Toward the end of the semester, students are again given the prompt by Ms. Leong and are required to write an essay agreeing or disagreeing with her stated position. Students are given the prompt in advance and may practice writing the essay on their own; however, no materials with the exception of a dictionary and a writing utensil are allowed to be brought into the testing session. At the end of the 50 minutes, student essay are collected.

All essays are read by two members of the English department. The minimum criteria for a passing essay are as follows:
- Clear thesis
- Organization
- Concrete, specific details
- Mechanics not faulty enough to interfere with comprehension.

Papers are graded according to a 6-point rubric; 1-3 represent a fail and 4-6 represent a pass. Reader One reads a set of papers identified only by student numbers and assigns number values. The papers are then given to Reader Two who reads the same essays and also assigns a number value. In the event that one of the readers gives a paper a passing grade and the other gives it a failing grade, the paper is given to Reader Three for final determination.

Students are notified of their scores on the exam. Students may ask for a retake of the exam, and in this event, the same procedure is followed. The stated policy, however, is that students must pass the exit exam in order to pass onto English 170, Composition II.

Results:

	Semester	# Taking Exam	# Failing Score	#Passing Score	% Pass
➤	Fall	386	47	339	88%
➤	Spring	124	33	91	73%

Discussion:

During the fall semester, 386 students took the exit exam. Of those students, 47 students failed the exam and 339 passed. This results in a passage rate of 88%. During the spring semester, 124 students took the exit exam; 33 failed the exam and 91 passed. This results in a passage rate of 73%.

Greater increases were shown during the fall semester than during the spring semester. One reason for this difference lies in the typical student who takes the classes. During the fall, most incoming freshmen take English 150 and then move on to take English 170 during the spring semester. However, students who take 110 and do not test out of 150 or students who failed 150 during the fall take 150 during the spring. Thus, skill levels tend to be lower for students who take English 150 in the spring.

Plans for Future Assessment:

It is the plan of the English department to pilot a new pre- and post-test writing examination during the fall of 2002-2003. During the three years that the department has used the written exit essay exam, it has become apparent that different professors grade exams differently. They have attempted to rectify this problem with strict use of rubrics and professor training sessions, but still the differences exist; thus consistency of grading cannot be guaranteed. Therefore, in order to standardize the grading, starting in the fall of 2002, students will take an objective exam aimed at achieving the same goals while ensuring more consistent grading.

2) Grammar Pre-and post-test
Analysis of Data

During the fall 2001-2002 semester, four sections of English 110 and 14 sections of English 150 took both the pre- and post-test grammar examinations. During the spring semester, two sections of English 110 and five sections of English 150 took the grammar exams. For analysis purposes, English 110 and English 150 were tabulated separately as well as together. Results are shown on the following table.

Of the 30 questions asked, four tested the students' ability to recognize a run-on sentence, three to recognize a sentence fragment, and 3 to recognize a complete sentence. Overall, students showed improvement in knowledge of sentence structure on both the fall and spring post-test. English 110 students improved by 5% on the fall post-test and by 3% on the spring posttest. English 150 students improved by 9% on the fall post-test and by 3% on the spring post-test. Together, this resulted in an 8% increase in the fall and a 4% increase in the spring.

Agreement was the second area evaluated. In all, students again increased in demonstrated knowledge of this topic. For students in the English 110 and English 150 classes, there was a 5% increase in subject-verb agreement in the fall and a 9% increase in the spring. In terms of pronoun-antecedent agreement, student scores increased by 11% in the fall and 3% in the spring. When separated into English 110 and English 150, the developmental students increased in relation to subject-verb agreement by 4% and by 7% in pronoun-antecedent agreement during the fall semester. The only area where a decrease was indicated was during the fall semester in relation to the questions dealing with pronoun-antecedent agreement. There was a 1% decrease was shown. During the spring semester, however, a 2% increase was shown.

Punctuation was the fourth area assessed. Overall, students in English 110 and English 150 showed increases of 6% in the fall and 5% in the spring. English 110, when viewed separately, showed a 6% increase in the fall and a 7% increase in the spring. Scores for English 150 students increased by 7% in the fall and 7% in the spring.

The final area of grammar assessment was parallelism. English 110 student scores increased by 24% during both the fall and spring semesters. English 150 student scores increased by 34% in the fall and 24% in the spring. Together, increases of 32% and 23% were indicated during the fall and spring semesters respectively.

Topic	Fall Pretest % Correct	Fall Posttest % Correct	Fall Percentage Change	Spring Pretest % Correct	Spring Posttest % Correct	Spring Percentage Change
Sentence Structure	68%	76%	+8%	65%	69%	+4%

Sub-Verb Agree	63%	68%	+5%	59%	68%	+9%
Pro-Ante Agree	77%	88%	+11%	75%	78%	+3%
Punctuation	58%	64%	+6%	57%	62%	+5%
Parallelism	37%	69%	+32%	30%	53%	+23%

English 110 Only

Topic	Fall Pretest % Correct	Fall Posttest % Correct	Fall Percentage Change	Spring Pretest % Correct	Spring Posttest % Correct	Spring Percentage Change
Sentence Structure	57%	62%	+5%	68%	71%	+3%
Sub-Verb Agree	53%	57%	+4%	61%	68%	+7%
Pro-Ante Agree	72%	71%	-1%	76%	78%	+2%
Punctuation	53%	59%	+6%	56%	63%	+7%
Parallelism	24%	48%	+24%	32%	56%	+24%

English 150 Only

Topic	Fall Pretest % Correct	Fall Posttest % Correct	Fall Percentage Change	Spring Pretest % Correct	Spring Posttest % Correct	Spring Percentage Change
Sentence Structure	71%	80%	+9%	68%	71%	+3%
Sub-Verb Agree	67%	77%	+10%	61%	68%	+7%
Pro-Ante Agree	79%	86%	+7%	76%	78%	+2%
Punctuation	59%	66%	+7%	56%	63%	+7%
Parallelism	41%	75%	+34%	32%	56%	+24%

Discussion:

Greater increases were shown by English 150 students than by English 110 students overall. The reason for this is that English 110 is a development course for limited-English proficiency students as well as for students for whom writing is more difficult. Typically, students take English 110 as a pre-requisite to English 150 when test scores indicate the need. However, it is possible for students to complete English 110 and test out of English 150. For that reason, they are given the same exit exams. During the 2002-2003 academic year, however, English 110 will be assessed separately.

Greater increases were also shown during the fall semester than during the spring semester. One reason for this difference lies in the typical student who takes the classes. During the fall, most incoming freshmen take English 150 and then move on to take English 170 during the spring semester. However, students who take 110 and do not test out of 150 or students who failed 150 during the fall take 150 during the spring. Thus, skill levels tend to be lower for students who take English 150 in the spring.

During the three years that we have used these assessment instruments, we have seen an improvement in both student writing and attention to detail. Students tend to regard the course with more seriousness, and the instructors have focused more on specific writing techniques. Our goal is to ensure that each student can write competently before that student progresses through the composition program.

In addition, in order to pass from 150 to 170 (Composition I to Composition II), students must pass the exit essay and earn at least a "C." Students may not transfer in or earn a "D" in Comp I and take Composition II. This information is shared with students at the beginning of the semester and is reemphasized throughout the semester. Plans for Assessment:

The English Department will continue with the grammar assessment as presently designed. Also, as stated previously, a new assessment for English 110 will be piloted in the fall semester.

Action Plan for Assessment of Eng 110 and Eng 150:
Fall 2002-2003

    Create a separate assessment instrument for English 110
        Students in this developmental class will, for the first time, be using
        a textbook different from that assigned to Eng 150 students. During
        the fall workshop for professors, a sub-committee will be created to
        create and pilot an appropriate assessment instrument.
    Develop competency goals for English 110
        Baseline competencies will be identified for students in this developmental English course.
    Develop competency goals for English 150
        Given the data generated through use of the two assessment
        instruments, baseline exit competencies will be established.
    Discuss teaching methods by which baseline competencies may be reached
        Throughout the semester, the English department meets twice a month.
        One of the agenda items for the first semester will be to discuss methods
        by which individual instructors may reach the stated competency goals. A subcommittee will be
        established to research this topic and share ideas with colleagues.
    Pilot a new pre- and post-test writing examination for Eng 150
        During the spring of 2002, departmental faculty created a new assessment
        instrument aimed at reaching the goals previously met through use of
        a written exit exam. In order to ensure more consistent grading, an
        objective exam has been created and it will be piloted in the fall.
    Inservicing of new English faculty
        New professors hired into the division will be instructed on the importance of teaching grammar
        on a regular basis and ideas through which established baseline competencies may be reached.

2003-2004

    Examine data generated by new Eng 150 writing assessment and make needed
        changes to assessment instruments
    Compare data generated through use of assessment instruments to newly
        established Eng 110 and Eng150 exit competencies and (if needed)
        research and discuss methods by which teaching strategies can be improved

Assessment of English 170 (Composition II) 2001-2002

Course Objectives:
1. To write a clear, coherent essay, with an explicitly stated thesis.
2. To know the parts of an argument and be able to apply them.
3. To recognize fallacious reasoning and be able to state why it is fallacious.
4. To be able to locate and assess the validity of resource materials from both print and electronic sources.
5. To be able to document a research essay correctly using a standard academic format.

Methods of Assessment:
1. A random sampling at the beginning of the semester of in-class essay assignments compared with the same sampling at the end of the semester.
2. A multiple choice pre- and post-test measuring objectives 2-5.

Outcomes:
1. In-class pre-and post-essay tests remain cumbersome and difficult to quantify.
2. Multiple choice pre- and post-tests were administered in all sections (see below).

Action Plan:

1. Multiple-choice exams with some modifications (see below) will continue. Additionally, we need to clarify to all instructors the conditions under which the students are to take the test. (i.e. the students will not use textbooks as references for bibliographic form)
2. We will need to add passages from an argumentative essay with numbered sentences and ask students to identify thesis, various types of support (authority, statistics etc), claims, inferences, judgments, warrants, backing and rebuttals.

2001-2002 English 170 Assessment Instrument:

Section I of the exam measures students' ability to summarize, paraphrase and quote source materials and to cite those sources correctly using a standard academic format of documentation. Section III measures their ability to recognize logical fallacy and identify why the reasoning is fallacious. Both of these sections measure the competencies of knowledge, comprehension, application, analysis and synthesis since students must recognize terminology, understand principles and theory, use previously learned material in new and concrete situations, discriminate among choices and apply prior knowledge to produce a new and original whole. Section II of the exam asks students to define terminology and measures their competence in knowing and comprehending the language of argument.

General Results: Across the board students showed a gain of 43.9 % in the post-test over results of the pre-test. Results in several individual sections, however, did not coincide with the average, perhaps owing to a couple of variables: high concentrations of non-native speakers in some of these sections and some test variables (students were allowed to use textbooks as reference for MLA citations, but some forgot their books for the post tests.).

Specific Results (based upon a random sampling of 20%):

Section I:
Question 1: "Which is the correct paraphrase and use of parenthetical citation of the second sentence of [the sample] paragraph?"
Result: 74% correct in both pre- and post-test.

Question 2: "Which is the correct quotation and citation for the first sentence?"
Result: 76% correct in pre-test; 84% correct on post-test, for a gain of 8%.

Question 3: "Which are the correct paraphrase, quotation, and parenthetical citation for the sixth sentence?"
Result: 40% correct in pre-test; 38% correct in post-test, for a marginal loss of 2%. This loss represents only one student in the sampling. The knowledge and skill required to answer this question correctly are more complex than the previous two, owing to the necessity of integrating paraphrase and quoting.

Question 4: "Which is the correct summary of the third, fourth, and fifth sentences?"
Result: 64% correct in the pre-test; 82% correct in the post-test, for a gain of 18%.

Question 5: "Which is the correct bibliographic form for the magazine article?"
Result: 50% correct on the pre-test; 92% correct on the post-test, for a gain of 42%.

Question 6: "Which is the correct bibliographic form for a book written by one author?"
Result: 98% correct on the pre-test; 100% correct on the post-test, for a gain of 2%.

Question 7: "Which is the correct bibliographic form for a newspaper article written by one author?"
Result: 88% correct on the pre-test; 100% correct on the post-test, for a gain of 12%.

Question 8: "Which is the correct bibliographic form for a journal with separate paging for each issue?"
Result: 52% correct on the pre-test; 78% correct on the post-test, for a gain of 26%.
Gains for questions 5, 7 and 8 may reflect the fact that students used journals, magazines and newspapers frequently during the course to write their essays and were, therefore, more familiar with the bibliographic forms for these types of references.

Section II:

Match the following terms with their definitions.
1. Deductive Reasoning: Result: 68% correct in the pre-test; 74% correct in the post- test, for a gain of 6%.
2. Ethos: Result: 26% correct in the pre-test; 54% correct in the post-test, for a gain of 28%.
3. Pathos: Result: 26% correct in the pre-test; 46% correct on the post-test, for a gain of 20%.
4. Induction: Result: 20% correct on the pre-test; 38% correct on the post-test, for a gain of 18%.
5. Argument: Result: 24% correct on the pre-test; 42% correct on the post-test, for a gain of 18%.
6. Facts: Result: 68% correct on the pre-test; 92% correct on the post-test, for a gain of 24%.
7. Warrant: Result: 18% correct on the pre-test; 48% correct on the post-test, for a gain of 30%.

Observations: clearly argumentative terminology is an area needing additional emphasis.

Section III:

Read each statement and choose the correct reason why each is a logical fallacy.
1. "St. Louis is the best place in the country to live, because it has low rent housing and a good baseball team." Result: 76% correct on the pre-test; 80% correct on the post-test, for a gain of 4%.

2. "Janie used a yellow lighter last week and she has had bad luck ever since. If she hadn't used that lighter, she would be fine now." Result: 62% correct in the pre-test; 66% correct in the post-test, for a gain of 4%.

3. "If you don't finish college, you will never get a job." Result: 72% correct in the pre-test; 76% correct in the post-test, for a gain of 4%.

4. "I can't take her position seriously. How can you listen to someone who wears red striped socks?" Result: 88% correct in the pre-test; 88% correct in the post-test.

5. "Teachers should lighten up; everyone cheats once in a while, so it's not really bad." Result: 46% correct in the pre-test; 54% correct in the post-test, for a gain of 8%.

Observations: Some answer choices were overlapping or ambiguous for most of these questions. We have subsequently modified this section for the next pre-test in the fall.

ASSESSMENT OF THE HUMANITIES
REQUIREMENT OF THE GENERAL EDUCATION CORE

LITERATURE COURSES

Assessment for English 201 (World Literature I) 2001-2002

Course Objectives:
1. Students should be able to identify the genre of a passage and be able to describe the context of the passage within the work as a whole.
2. Students should be able to recognize themes, stylistic features, literary devices, and plot elements evident in the passage.
3. Students should be familiar with the vocabulary for genres and periods.
4. Students should be able to recognize literary periods and explain why each period is significant in the development of the literary canon.
5. Students should have read and understood at least one epic by Homer, at least one Greek tragedy, *Beowulf* or works by Chaucer, and Dante's *Inferno*.

2001-2002 English 201 Methods of Assessment:
1. A multiple-choice pre- and post-test measuring the above objectives
2. A random sampling of pre- and post-tests to clarify performance on specific questions

2001-2002 Assessment Instrument:
All questions measure knowledge and application. Questions 1, 2, 3, 4, 7, 8, 13, and 14 (shaded below) ask students to apply their knowledge to specific passages. Students are not being tested on their knowledge of these passages; rather, they are being tested on their ability to read and analyze passages from Greek epics, *Beowulf*, and Chaucer. Questions 9, 10, 11, 12, and 15 measure students' ability to recognize literary terms and techniques.

General Results: During the 2001-2001 academic year, students showed a gain of 18.8% in the post-test over the results of the pre-test. Performance in the fall semester was significantly better; students showed a gain of 24.19% in the fall, compared to a gain of only 13.4% in the spring. We believe this discrepancy is the result of numerous factors, including the high percentage of students in the spring sections who were retaking the course. During the year, only ten of fourteen sections were measured; the results for one of the unmeasured sections were unavailable, two sections were given a different test, and the results of the fourth section were extremely unclear.

Specific Results (based on a random sampling)

Question:	% correct (pre-test)	% correct (post-test)	% gain
1	53	93	40
2	53	80	27
3	0	80	80
4	46	86	40
5	53	80	27
6	20	66	46
7	60	73	13
8	60	80	20
9	53	60	7
10	0	26	26
11	86	73	-13
12	20	73	53
13	13	20	7
14	66	80	14
15	20	20	0

Analysis: Students made significant gains in their ability to read and comprehend passages. Students made smaller gains in their ability to recognize specific literary terms. The English faculty found that we privilege ancient Greek literature over medieval literature, and we found also that we need to clarify literary terms. We have clarified the assessment tool and we will continue to streamline our syllabi.

Action Plan: We will continue to use the multiple-choice pre- and post-test. We will emphasize the importance of literary terms and techniques, and we will also teach at least two pieces of literature from the medieval era.

Assessment for English 202 (World Literature II)

Objectives:

1. Students should be able to identify the genre of a passage and be able to describe the context of the passage within the work as a whole.
2. Students should be able to recognize themes, stylistic features, literary devices, and plot elements evident in the passage.
3. Students should be familiar with the vocabulary for genres and periods.
4. Students should be able to recognize literary periods and explain why each period is significant in the development of the literary canon.
5. We will assume all students in English 202 will read one play by Shakespeare, and at least one full work from each of the following periods: Enlightenment, Romantic, Victorian, and Modern. Students will study poetry, drama, non-fiction prose and fiction.

Action Plan and Timeline: We have devised a pre- and post-test for English 202. The tool will be piloted in the fall of 2002, and will be implemented in the spring of 2003.

RELIGION COURSES

Assessment in Religion 100 and Religion 200

Most students who study Religion at Lindenwood University take it for General Education credit, and they take **either** REL 100 (Introduction to Religion) **or** REL 200 (World Religions). Three objectives of the World Religions course at Lindenwood University are that students who have taken the course should be able to name the specific idea of "the numinous" in each of the religions studied (God, Brahman, Tao, etc.); the founder of each of the religions; and the sacred scripture of each religion. These simple objectives are related to Lindenwood's General Education goal #2 in that they provide very basic information, a vocabulary which is one of the "intellectual tools" needed "to understand human cultures as they have been, as they are, and as they might be." Gaining this basic knowledge of the major religious traditions is a step toward being able to "comprehend and interpret the development of ideas, institutions and values of Western and non-Western societies" (General Education Objective #6).

Success in attaining these objectives may be measured by student final examination responses to questions concerning these items of information. In May, 2000 nine multiple-choice questions were identified on the final exam which was administered in one third of the sections (those taught by Dr. Meyers) of REL 200 (World Religions) in the fall semester of 1999 as a pilot study. These questions asked for information related to particular religions' ideas of the numinous, their founders, and their sacred writings. The students' answers to these questions were calculated on the fall 1999 exam and also on the exam given the following year, in the fall of 2000, and the results have been reported as part of the Religion program's assessment reports in the last two years.

A similar study was conducted this year on the final exams from sections of REL 200 in the fall, 2001 semester. The same nine questions referred to above were asked, in addition to other questions, on these exams. There were seventy-two students who took the exam in the fall of 2001. The results of this year's study of the responses to these questions are reported below.

In an attempt to improve the study this year, a pretest was administered to those same classes, asking them exactly the same questions during the first week of class, long before they would actually study this information. That way it would be possible to compare students' knowledge of the information before and after taking REL 200.

The Questions, and Student Success in Answering Them

There was a dramatic and measurable improvement in student performance in answering these nine questions on the final exam as compared to their performance on the pretest. For example: on the pretest, administered to the seventy-five students who were enrolled in these sections of REL 200 at the beginning of the semester, an average of 60.0% answered correctly the questions concerning the Numinous; on the final exam, an average of 91.7% answered correctly. On the pretest, 74.7% of the students knew who "Allah" is; on the exam, 95.8% knew who "Allah" is. On the pretest, 45.3% recognized to whom the four-lettered Name "YHWH" refers; on the exam, 87.5% knew this. Comparisons of data from the pretest and from the final exam, and also from last year's assessment report, appear below in Table 1. The numbers indicate that REL 200.12 and 200.31 in the fall of 2001 met the objectives stated above. Results for 2001 are also, in most cases, better than in 2000. This study will be extended this fall to all of the sections of REL 200 to see if there are differences in results based on different instructors, different meeting times, and different class sizes.

Table 1.
Percentages of Students Answering Correctly

Questions	Pretest 2001	Final Exam 2001	Final Exam 2000
The Numinous	60.0%	91.7%	91.9%

Allah	74.7%	95.8%	90.3%
YHWH	45.3%	87.5%	93.5%
Founders	52.5%	82.2%	76.8%
Abraham	70.7%	97.2%	88.7%
Moses	78.7%	94.4%	83.9%
Messiah	64.0%	80.6%	79.0%
Jesus	10.7%	62.5%	63.0%
Muhammad	38.7%	76.4%	69.4%
Sacred Writings	40.0%	78.5%	74.2%
Talmud	17.3%	62.5%	*
Qur'an	62.7%	94.4%	*

* data unavailable at this time.

Scores of Individual Students

On the pretest, no students among the seventy-five taking the test got all nine of these questions right; on the final exam, twenty-six of the seventy-two who took the exam (or 36.1%) got all nine right. Three students (4.0%) got eight of the nine right on the pretest; 12 students (16.7%) got eight right on the final exam. See the data presented in Table 2.

Table 2.
Percentages of Students Answering Correctly

Number of questions (out of nine)	Pretest 2001	Final Exam 2001	Final Exam 2000
9	0.0%	36.1%	22.6%
8	4.0%	16.7%	37.1%
7	16.0%	20.8%	12.9%
6	13.3%	18.1%	8.1%
5	24.0%	5.6%	8.1%
4	16.0%	2.8%	3.2%
3	9.3%	0.0%	8.1%
2	10.7%	0.0%	0.0%
1	5.3%	0.0%	0.0%
0	1.3%	0.0%	0.0%

One particular student who got *no* questions right on the pretest got *all nine* right on the final exam.

On the pretest, only twenty-five of the seventy-five students taking the test, or 33.3%, 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 final exam, however, sixty-six of the seventy-two students taking the exam, or 91.7%, got six of the nine right. (It was 80.6% last year.) 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, at least as regards the Western religions (Judaism, Christianity and Islam) which provided the subject matter on which students were tested on the pretest and on the exam.

Guidance for the Future

In general, it looks as though the objectives studied here are being satisfactorily met. The question about the historical Jesus and the question about the Talmud are still the least frequently answered correctly, however. Ways will be investigated to try to find ways to present this material more effectively.

Beyond this, studies over the last three years have indicated success in attaining the objectives stated above only with regard to the "Western" religions (Judaism, Christianity and Islam). There is still no assessment data regarding the other religions studied in REL 200, Hinduism, Buddhism, Taoism and Confucianism. Perhaps in the fall of 2002 it will be helpful to administer a pretest and a posttest concerning the Numinous, Founders and Sacred Writings in these religions instead of the Western religions.

<div align="center">Pilot Study Two: World Religions</div>

A second study was done in past years in the remaining sections of REL 200 (World Religions) that would hopefully show whether students had a basic understanding of the various human cultures as they have been and as they are now (Goal #2) and if they could critically analyze and evaluate how those cultures and beliefs would effect their own "culture" and behavior (Objective #3).

Results showed that roughly ninety percent of students (or 112 out of 129 evaluated) indicated the ability to find something of value in another religion or tradition. Ten students (approximately 8%) indicated that they did not care to know about religious diversity or other ways of thinking.

Further, 92 of the students (or about 70%) were able to be objective enough about their faith tradition to list aspects of it that they would not regret leaving behind.

Past year's course evaluation questions measuring the students' appreciation of the diversity of world-views, moral systems, and religious beliefs extant in the world indicated that just over eighty percent of the students expressed an understanding, if not an acceptance or appreciation of, the many differences in religious tradition.

Results this year did not show significant improvement or change over past years. Discussion will be continuing on methods to improve these scores, although it may not be possible to influence a person's "open-mindedness" significantly in one semester.

<div align="center">

ASSESSMENT OF THE CIVILIZATION
REQUIREMENTS OF THE GENERAL EDUCATION CORE

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WORLD HISTORY

<div align="center">World History, History 100</div>

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, 2001-02

For the second consecutive year the history faculty has used a 26 question assessment instrument which was administered during the Fall semester 2001 and the Spring of 2002.

Our categories are as follows:
        Chronology and important dates
        Persons

Concepts and Ideas
Events
Processes

Questions are divided among chronological periods approximately as follows:
2001-02 Test

Ancient	---- 500 BCE	2 questions	2 questions
Classical	500BCE – 500 CE	2 questions	2 questions
Early Medieval	500CE – c1300CE	2 questions	3 questions
Late Medieval	1300CE – 1500CE	3-4 questions	5 questions
Early Modern	1500CE – 1800CE	6-7 questions	4 questions
Nineteenth Century		7-8 questions	5 questions
Twentieth Century		7-8 questions	5 questions

Analysis reveals the following information:

Average student improvement from pre to post-test -- 14.6%

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

Ancient (2 questions) –	13.0%
Classical (2 questions)–	3.0%
Early Medieval (3 questions)--	16.2%
Late Medieval(5 questions) --	16.0%
Early Modern (4 questions) --	10.6%
19th century(5 questions) --	10.3%
20th century (5 questions) --	24.6%

The classical and early modern areas each contained a question in which students actually did worse on the post-test. A confusion between Julius and Augustus Caesar was not deemed serious (if regrettable), but that students had trouble with a question comparing the impact of John Locke and Jean-Jacques Rousseau indicates that instructors need to address this issue. That the greatest improvement was in questions connected with the 20th century is no surprise and reflects incoming students' generally shaky knowledge of the recent past.

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

Chronology and Important dates (12 questions)--	16%
Persons (6 questions) --	15%
Concepts and ideas (13 questions) --	15%
Events (5 questions) --	20%
Processes (17 questions) --	14.6%

These results suggest that the following areas especially need to be addressed:
Impact of Religion on the development of the Medieval world, especially by Islam and Christianity
Non European medieval economy
The development of limited government and social contract theory
The impact of industrialization and its corresponding social theories after 1800.
The New Imperialism and 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

The last year has seen only a small improvement in the area in questions that dealt with specific events; while regrettable, this is in our view not a major cause for concern. Overall chronology, process, and concepts and ideas

are more important to an understanding of history. 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.)

	Improvement
Western Civilization (16 questions) --	14%
Non-western cultures (6 questions) --	16%
Interactions (4 questions) --	8%

These results suggest that the following areas need to be addressed:
Significant people and events in the ancient and classical worlds
World Trade and Capitalism
European imperialism in the 19th and 20th centuries.

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:

Knowledge (13 questions) --	17.5%
Comprehension (11 questions) --	11.6%
Analysis (4 questions) --	8.0%

Results in knowledge and comprehension are commensurate with the results shown above. While there has been and increase in the improvement in the Analysis from last 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.
- The current test contains little of use on a collective level. The questions need to be reworked to reflect 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 less attention being given to geography or analysis.

ACTION PLAN FOR 2002—03

- Tabulation and records maintenance is still being worked out, a new system will need to be in place by the Spring of 2003.
  - o The department will develop a more efficient system for maintaining assessment data which will allow for the information to be collected by the department assessment officer more accurately.
  - o This system should be piloted by the Spring of 2003.
- The Assessment Officer for the Department is in his first year and is currently working on increasing the efficiency and effectiveness of the collection of assessment related information.
- A new version of the History 100 test will be used and conjunction with the previous versions for purposes of comparison.
  - o This test will include a new geography section as well as increased emphasis on analytical question.
  - o This test should be piloted by the Spring of 2003

CROSS CULTURAL COURSES

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 every citizen should have. More specifically, the course bears on several of the General Education Objectives: #3 (Economics in particular); #4 (relationship between human society and the natural world); and #6 (generally).

During the 2001-2 academic year the two History faculty members responsible for geography administered a locally generated Pre/Post Test program to assess the impact of Geography 201. Areas tested include:

Spatial Understanding	33% of questions touched on or exclusively covered this topic
Economic geography	18%
Physical geography	24%
Systematic geography	18%
Demographic geography	18%
Social geography	24%
Regional geography	48%

Student Improvement

Fall 2001:

Average Pretest	17.58
Average Post test	21.80
Average improvement	4.22
Percentage Improvement	24.00%.

Spring 2002:

Average Pretest	14.00
Average Post test	18.60
Average improvement	4.67
Percentage Improvement	33.00%.

Note: the Spring 2002 version of the test has two fewer questions than the Fall, 33 as opposed to 35.

The pre and post test administered during the 2001-2 academic year was the second version of an in house assessment tool, the first was found to be too weighted toward questions of a regional and physical nature. Thus, the new test was piloted during the last year and will be revised to account for problems of ambiguity, and comprehensiveness. The following are the area-based results of the pilot run of the test based on the spring of 2002:

Spatial	0.17
Economic	0.08
Physical	0.16
Systematic	0.02
Demographic	0.05
Social	0.10
Regional	0.14

Tendencies noted from this run:
- Most spatial questions (all but two) saw at least a 10% increase and five (5) saw a 24% or higher increase.
- Students in all sections struggled with the economic questions.
  - Greater emphasis on economic theory throughout the semester may help reduce this problem
- Physical Geography needs to be more directly connected the other subjects of the course by emphasizing the theory as the each region is discussed.
- For demographic and systematic geography more focus on practical applications is needed.

The results are currently under review but an initial assessment points to some problems with the test at this moment.
- While the balance among topics covered has improved, it is still subject to significant improvement based more on the needs of the education majors.
  - o The department will, after receiving comments by graduates, re-work the test to account more for the Praxis and C-Base requirements.
- A number of the questions appear to still be more ambiguous than intended by the creators, greater clarity can be achieved.
  - o This seems to be particularly true with the Systematic, Demographic and Regional questions.

ASSESSMENT OF THE SOCIAL SCIENCES
REQUIREMENTS OF THE GENERAL EDUCATION CORE

AMERICAN HISTORY OR AMERICAN GOVERNMENT

United States History (HIS 105 and 106)

These assessments tests are in the pilot stage and the results are indeterminate

History 105 saw an average improvement of 2.5 points or 21%.

Pretest average	12.15
Post Test Average	14.65
Avg Improvement	2.50

History 106 saw an average improvement of 5.15 points or 57%

Pretest average	9.05
Post test Average	14.20
Avg Improvement	5.15

The difference in these scores is from the 106 classes starting at a lower point and ending at approximately the same level as the 105 classes. A more accurate assessment will be possible after a second year of use of the exam.

Actions:
The tests will be worked a second year for comparison purposes, and then re-evaluated.

American Government (PS 155) and Microeconomics (BA 211)

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) General knowledge (e.g., The "Fed" stand for what? Who is the Vice President of the United States?),
- B) Substantive knowledge (e.g., What does GDP mean? How many amendments in the United States Constitution make up the Bill of Rights?)
- C) Course Retained Knowledge (e.g., What does Marginal Utility mean? The Nationalization of the Bill of Rights refers to which amendment in the United States Constitution?)

OBJECTIVES

To compare and contrast the relationship between General Knowledge and Substantive Knowledge and between both General and Substantive Knowledge and Course Retained Knowledge. Do students with higher levels of General and Substantive Knowledge show better results in the post-test on Course Retained Knowledge?

RESULTS OF THE FIRST PRE-TEST/POST-TEST

This three-category breakdown was administered both semesters during the 2001-2002 academic year. Instead of a 45-question test (15 questions per category) we administered a 15-question test (5 questions per category). For the 2002-2003 academic year, we intend to expand to the 45-question format—more questions in each category may give us a better measurement of the results.

Based on these first pre-test/post-test results, there is an indication that students "learned" from their courses. 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 individual and course overall increase in Course Retained Knowledge—which we could measure by comparing the results in that category of the pre-test with the post-test. For example, based on one of the sections of the BA 211—Microeconomics course, the course overall average on the Course Retained 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 course overall average on the Course Retained 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 National course compared with the Microeconomics course. In many ways we expected to see this since it may support a position that students are more exposed to issues associated with American Government than they are with issues associated with Microeconomics (one study on the role of television and politics called it "the great leveler"—the point being that television helped to educate, somewhat, those with no knowledge of politics and who read little, but did nothing for those for read newspapers).

Take notice that we were interested in not just course overall results but individual results—the conclusions here are more tenuous. We fully expected that students who scored higher on the General Knowledge and Substantive Knowledge categories would show more of an increase in the Course Retained Knowledge category. In other words, a student who scored, say, a 1 (low) on the General Knowledge and 1 (low) on the Substantive Knowledge categories might show an increase from, say, 1 (pre-test) to 3 (post-test) on the Course Retained Knowledge—so a reasonable improvement. Whereas, a student who scored, say, a 3 (good) on the General Knowledge and a 2 or 3 (OK-good) might show an increase from, say, 1-2 (pre-test) to 4-5 (post-test) on the Substantive Knowledge category. We were more likely to see students with higher scores on General and Substantive Knowledge categories having 4-5 scores on the post-test Retained Course Knowledge category—but there were those that also scored only a 3. It is possible that when we expand to the 45-question format we might we able to draw more conclusive results.

What we can conclude is that our test design format is a sound method to evaluate students and draw some reasonable conclusions for the sake of Outcomes Assessment.

ANTHROPOLOGY

Cultural Anthropology Spring 2002

As we indicated last year 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:

OUR 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, verbal-linguistic): **Questions 1-3**

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

Students will demonstrate how language does and does not influence culture. (Competencies measured: knowledge, comprehension, analysis, evaluation, 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, 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, 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, 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, verbal-linguistic): **Question 14**

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

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

RESULTS OF THE PRE-TEST AND POST-TEST FOR CULTURAL ANTHROPOLOGY, Spring 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, Spring 2002 course. We had a total of 77 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.
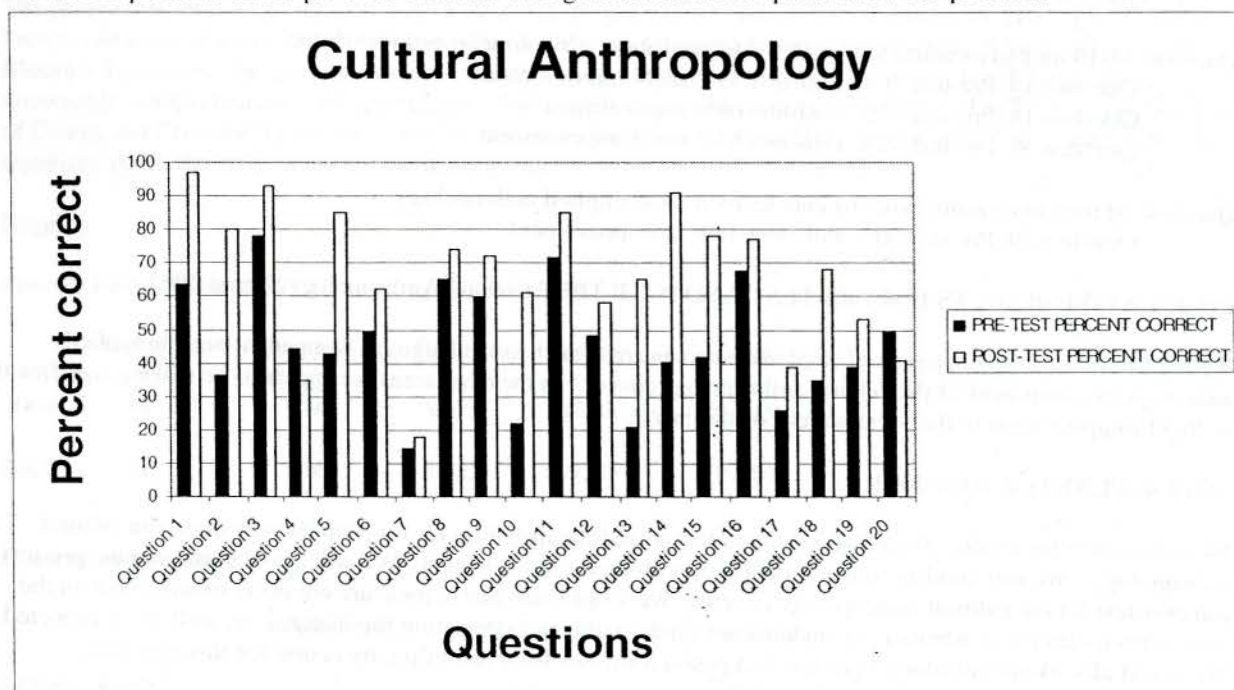
Questions 1-3 tried to measure critical thinking skills by having students ask questions about how anthropologists use data to analyze human behavior and institutions within the course.
As demonstrated on the bar chart, students made definite progress:
> Question 1: Pre-test 64% ; Post-test 97% major improvement
> Question 2: Pre-test 36%: Post-test 80% major improvement
> Question 3: Pre-test 78%; Post-test 93% 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 44%; Post-test 35% no improvement
> Question 5: Pre-test 45%; Post-test 85% major improvement

Question 6 tried to measure how students learned about the influence of language on culture:
> Question 6: Pre-test 50%; Post-test 62% slight improvement

Questions 7-13 tried to measure how students learned about the components of culture and society:
> Question 7: Pre-test 14%; Post-test 18% slight improvement

Question 8: Pre-test 65%; Post-test 74% slight improvement
Question 9: Pre-test 60%; Post-test 72% slight improvement
Question 10: Pre-test 22%; Post-test 61% improvement
Question 11: Pre-test 71%; Post-test 85% slight improvement
Question 12: Pre-test 48%; Post-test 58% slight improvement
Question 13: Pre-test 21%; Post-test 65% improvement

Question 14 tried to measure how students learned about social stratification in different societies:
Question 14: Pre-test 40%; Post-test 91% improvement

Question 15 tried to measure how students learned about family, kinship, and society:
Question 15: Pre-test 42%; Post-test78% improvement

Question 16 tried to measure how students learned about nationalism and society:
Question 16: Pre-test 68%; Post-test 77% slight improvement

Question 17-19 tried to measure how students learned about globalization and its effects:
Question 17: Pre-test 26%; Post-test 39% slight improvement
Question 18: Pre-test 35%; Post-test 68% improvement
Question 19: Pre-test 39%; Post-test 53% slight improvement

Question 20 tried to measure how students learned about applied anthropology:
Question 20: Pre-test 50%; Post-test 41% no improvement

CUMULATIVE RESULTS FOR PRE-TEST AND POST-TEST Cultural Anthropology Spring 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. In the other areas we appear to be making significant or slight improvements in the various areas of the course.

ACTION PLAN FOR 2002-2003

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.

CRIMINAL JUSTICE

Criminology (CJ 200)

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. 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. Additionally, 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.

Results:

Pre and Posttest Scores for Criminology (2001 and 2002)

	Students	Questions	Pretest	Posttest	Change
2001	34	150	56.1	67.33	20.01%
2002	31	100	58.23	69.40	19.19%

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%

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%

Analysis:

The results from the most recent assessment test (2002), indicates 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 26% from the pretest to the posttest. The most significant improvement is identified in the Etiology of Crime content area, which is composed primarily of Criminological Theory. This content area generally represents the most difficult portion of the test.

Students responded incorrectly. For example, question 21, was marked incorrectly by every student in the class. Approximately ten questions were missed by 90% of the students. Those questions are identified in the table below. Only the 50th percentile and higher are represented in the table. The entire assessment for all question outcomes is listed in a separate table.

Rank and Percentile (50th) for assessment question outcomes.

Question	# Incorrect	Rank	Percent
21	29	1	100.00%
37	28	2	95.90%
49	28	2	95.90%
67	28	2	95.90%
83	28	2	95.90%
8	26	6	90.90%
20	26	6	90.90%
34	26	6	90.90%
65	26	6	90.90%
68	26	6	90.90%
41	25	11	88.80%
66	25	11	88.80%
13	24	13	87.80%
25	22	14	83.80%
40	22	14	83.80%
60	22	14	83.80%
99	22	14	83.80%
16	21	18	80.80%
19	21	18	80.80%
90	21	18	80.80%
3	20	21	78.70%
7	20	21	78.70%
39	19	23	74.70%
47	18	27	73.70%

29	17	28	70.70%
72	17	28	70.70%
85	17	28	70.70%
22	16	31	69.60%
6	15	32	64.60%
18	15	32	64.60%
31	15	32	64.60%
61	15	32	64.60%
74	15	32	64.60%
24	14	37	61.60%
35	14	37	61.60%
51	14	37	61.60%
10	13	40	59.50%
33	13	40	59.50%
2	12	42	55.50%
15	12	42	55.50%
46	12	42	55.50%
97	12	42	55.50%
42	11	46	50.50%

Action Plan:

1. Continue the content and item analysis within the areas of Legal Concepts, Etiology of Crime, and Criminal Typologies identified in the pretest/posttest.
2. Discuss the above test results with colleagues and modify or remove certain the test questions.
3. Emphasize the content areas that students perform 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.

Assessment Calendar:

Course	Type	Date	Data Review	Action	Next Assessment
CJ-200	Pretest	Aug & Jan	Jan & June	none	Aug 02
CJ-200	Posttest	Dec & May	Jan & June	Analyze test Results	Dec 02

ECONOMICS

Microeconomics (BA 211)

See under American Government

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. Processes of perception, learning, and motivation are explored. Basic psychological concepts, methods, and findings in these and a variety of other areas within psychology are explored, contributing to a framework for understanding human 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.

We used a locally-developed exam, which was constructed several years ago by the Psychology faculty. This exam covers the following ten core areas in the field of Psychology:

- Research Methods
- Biological Bases of Behavior
- Sensation and Perception
- Learning
- Memory
- Intelligence and Cognition
- Motivation
- Personality
- Abnormal Psychology
- Social Psychology

Each area is represented by ten questions, yielding a total of 100 exam items. Questions were coded by consensus of the Psychology faculty members 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 (67 questions).
- APPLICATION, corresponding to Bloom's "application" category (18 questions).
- HIGHER COGNITIVE PROCESSES, encompassing the "analysis," "synthesis," and "evaluation" categories in Bloom's system (15 questions).

During the first week of class, students enrolled in six sections of Principles of Psychology ($n = 141$) completed the 100-item pre-test. Post-test questions were integrated into the regular unit exams given to students throughout the semester; those post-test results were then compiled at the end of the term.

STUDENT CHARACTERISTICS

The mean age among the students evaluated was 19.7 years ($\underline{SD} = 2.3$). The following two tables present additional self-reported demographic information about the students evaluated:

CLASS	SEX		Grand Total
	male	Female	
freshman	34%	32%	66%
sophomore	11%	12%	23%
junior	7%	2%	9%
senior	1%	1%	2%
Grand Total	53%	47%	100%

PSYCHOLOGY MAJOR?	PREVIOUS PSYCHOLOGY CLASS?		Grand Total
	Yes	No	
Yes	3%	2%	5%
No	26%	69%	95%
Grand Total	30%	70%	100%

As evidenced by the above data, our typical Principles of Psychology student is a young underclassperson who has had no prior classroom exposure to Psychology, and is not intending to major in Psychology. 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 2001 ASSESSMENT

In order to enhance the meaningfulness of our pre-test / post-test assessment, we added a new dimension of evaluation for 2002: test items were coded to reflect the cognitive processes they involve. The other substantive change pertains to the post-test examination process. In 2001, the post-test was given to students in the form of a comprehensive exam at the end of the semester. For 2002, post-test questions were instead integrated into unit tests across the entire semester. Thus, the various content areas were assessed bit by bit as the semester unfolded, rather than en masse at semester's end.

One unfortunate consequence of this piecemeal administration of the post-test questions was that it led to some incomplete data records; if a student missed an exam, they also missed a segment of the post-test. This, along with some inconsistencies in gathering student identifying information, limited our ability to make direct pre / post comparisons within subjects. This issue of missing data accounts for the occasional variation in the degrees of freedom reported in the statistical analyses which follow, and for our use of descriptive summaries (rather than statistical analyses) of pre- and post-test results for the individual content area subtests.

ASSESSMENT RESULTS

COMPARISONS TO OUR 2001 PRE-TEST

Our current pre-test measure is the same one used in our 2001 Assessment. In the 2001 Assessment (n = 161), the mean pre-test score was 38.95 (SD = 9.78). Comparison of the current results with the 2001 results reveals that the mean overall pre-test score for our current group of students did not significantly differ from the mean score (38.28, SD = 9.30) of the students assessed in 2001 [t (300) = 0.76, p >.05]. The baseline amount of knowledge students bring with them as they enter the Principles course appears to have remained stable over the past two years.

Given that the pre-test scores obtained in 2001 and 2002 are virtually equivalent, and to make possible further statistical analyses of our current results, we made the assumption that a pre-test score of approximately 38 represents the population mean for this test.

A one-sample t-test was conducted in order to determine whether our post-test scores for 2002 differed significantly from the presumed population mean of 38. We used this method of analysis because we were unable to directly compare the 2002 pre- and post-test results with a paired t-test, due to inconsistencies in how identifying data were gathered for subjects. Based on this analysis, we determined that the mean 2002 post-test score (mean = 62.04, $\underline{SD}$ = 13.18) is significantly greater than the presumed population mean for the pretest [$\underline{t}$ (123) = 21.07, $\underline{p}$ <.001].

OTHER PRE-TEST RESULTS OF INTEREST

Data from the 2002 pre-test reveal that students who have had a previous course in Psychology (mean score = 41.34) performed significantly better on the pre-test than students who have not (mean score = 36.15) had a previous course [$\underline{t}$ (138) =3.06, $\underline{p}$ < .01]. This finding confirms what one would assume is true – that students who have had a previous Psychology course have a slight "head start" on students who haven't.

Other analyses that were conducted reveal:
- no significant differences in pre-test performance between freshmen and non-freshmen;
- no significant differences in pre-test performance between males and females; and
- no significant differences in pre-test performance between self-described Psychology majors and people who do not describe themselves as such (although the number of the former in this sample is quite small).

The overall pre-test and post-test results for the 2002 Assessment are summarized graphically below.
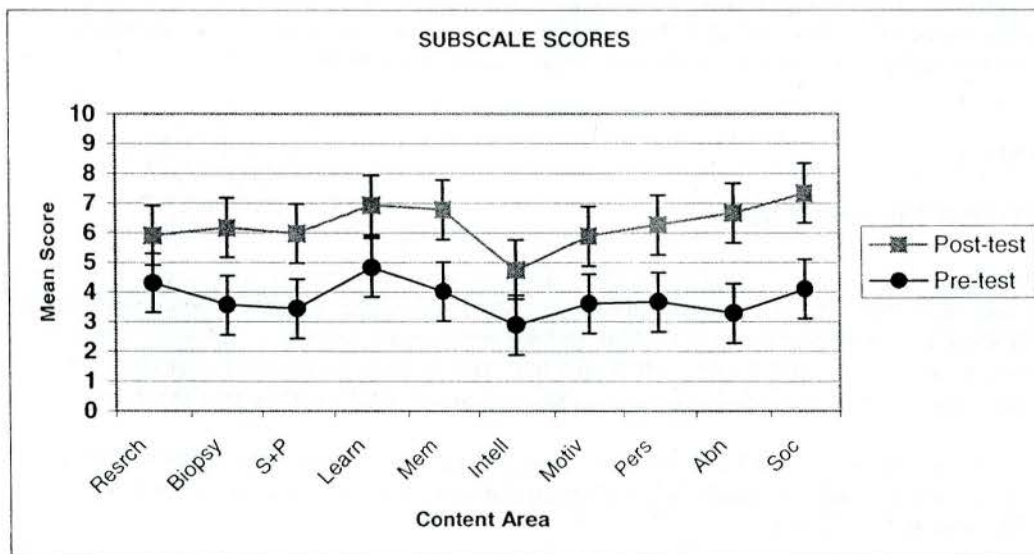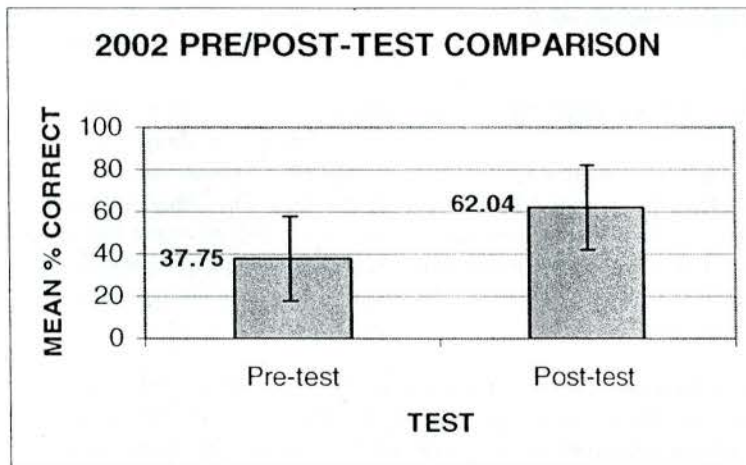
ANALYSIS OF PRE-TEST CONTENT SUBSCALE SCORES

An element of consistency between the 2001 students and the 2002 students pertains to content areas in which their baseline knowledge is greatest. In both groups, the four highest pre-test scores were attained in the areas of RESEARCH, LEARNING, MEMORY, and SOCIAL PSYCHOLOGY. It appears that the incidentally-acquired knowledge of Psychology and/or knowledge gained from high school Psychology classes is greatest in those four areas – at least in relative terms, as the pre-test scores in those areas represent correct-response rates in the range of 40% to 48%.

At pre-test, the lowest mean score was in the INTELLIGENCE AND COGNITION content area; this mean score was significantly lower than the second-lowest subtest score on the pre-test (ABNORMAL PSYCH) [t (139) = -2.33, p < .05].

ANALYSIS OF POST-TEST CONTENT SCORES

At post-test, the INTELLIGENCE AND COGNITION subtest again yielded the lowest mean score, and the difference between this post-test score and the second-lowest post-test score (MOTIVATION) was again statistically significant [t (109) = -4.99, p < .001]. This suggests that our impact on student knowledge in the area of cognition and intelligence is an area of relative weakness, worthy of attention in our action plan. A review of the items comprising this subscale reveals a preponderance of questions pertaining to formal IQ testing, a topic area which does not routinely receive strong emphasis in the course plan of any of the current faculty members. Presumably, this area was an area of focus for the faculty members who originally generated the test items.

At post-test, visual inspection of the subtest score distributions suggests that the content areas showing the greatest improvement over pre-test scores are MEMORY, ABNORMAL PSYCH, and SOCIAL PSYCH. We are achieving particular success in making an impact on student knowledge in those areas. For the areas of SOCIAL PSYCHOLOGY and MEMORY, it is noteworthy that these improvements occurred in areas where student knowledge was already relatively high at pre-test.

ANALYSIS OF QUESTION TYPE CATEGORIES
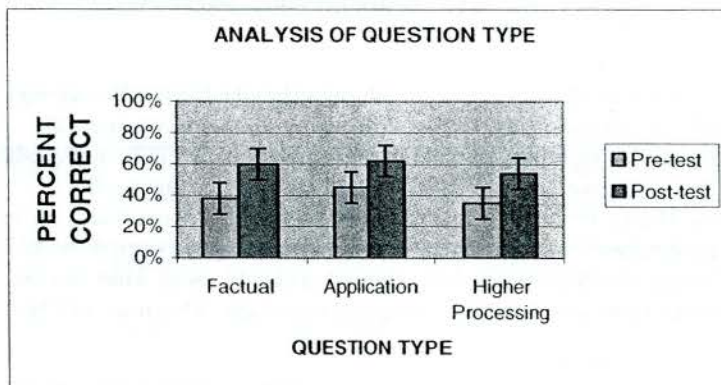
PERCENT CORRECT BY QUESTION TYPE	Pre-Test	Post-Test	Change
Factual	38%	60%	+22%
Application	45%	62%	+17%
Higher Processing	35%	54%	+19%

ANALYSIS OF QUESTION TYPE RESULTS

At pre-test, the percentage of Application questions answered correctly was significantly greater than the percentage correct for both the Factual [t (139) = 5.89, p < .001] and Higher Processing questions [t (139) = 4.34, p < .001]. One interpretation of this finding is that even if students are fairly unsophisticated in their knowledge of specific facts and principles pertaining to psychology, they may nevertheless have the ability to apply such information implicitly to concrete situations which require at least a tacit familiarity with those principles. This may reflect "implicit awareness" – the phenomenon of "knowing" something without having an awareness that one "knows" it, and without necessarily being able to state what one knows. This concept is familiar to cognitive psychologists.

From an educational standpoint, we presume that as students' knowledge of Psychology becomes more sophisticated, their ability to articulate what they know will also improve. At the same time, the fact that student performance on Application type questions is relatively good at pre-test may also reflect that the principles of Psychology are relevant to people's daily lives, and people are therefore likely to have some familiarity with applying them. Post-test results do indicate student improvement in the ability to correctly respond to factual questions; the magnitude of improvement was greatest in this area.

At post-test as well as at pre-test, the percentage of Higher Processing questions answered correctly was the lowest among the three question types.

DISCUSSION OF QUESTION TYPE ANALYSIS

In a general introductory course, it is to be expected that students will show an increase in their basic content knowledge of subject being taught. The present assessment indicates that such gains in factual knowledge are indeed occurring in our Principles of Psychology students; our students achieved the highest percent improvement in that category of questions.

Ideally, however, student gains will transcend simple content knowledge; there will also be changes in their ability to process course material in increasingly sophisticated ways. Put succinctly, we seek to influence not only WHAT students think about Psychology, but also HOW they think about Psychology. The latter was assessed via our inclusion of Application questions and Higher Processing questions on our post-test. Such questions require students to take the content they have acquired, and use it in various ways to solve questions and problems that are conceptually more challenging.

The data suggests that student performance at post-test was relatively lowest with regard to the Higher Processing questions. Compared to Application questions and Factual questions, Higher Processing questions are generally regarded as more difficult. Furthermore, they demand a thought process that is qualitatively different from the other two types of questions, and they presuppose a grasp of the more basic factual content that is to be analyzed, synthesized, or evaluated. If students are to engage Higher Processing questions productively, it is necessary for us to help them move beyond the often-expressed preoccupation with "whether or not this is going to be on the test." Our challenge is to find ways to arouse students' interest in thinking analytically and critically about what they are learning, rather than merely committing facts to memory in anticipation of an upcoming exam. This may well be a universal challenge for educators.

The Higher Processing questions showed the greatest variability in scores at post-test, suggesting a relatively wide range of performance along the dimensions of Higher Processing. This presumably reflects differential impact of instruction on individual students, and probably also reflects variation in student levels of cognitive development. We are probably safe in presuming that college freshmen are capable of grasping and retaining factual information, but it may be less certain that a given college freshman will come to a general education course already equipped with the tools to engage in abstract analysis, synthesis, and critical evaluation of ideas. Such abilities vary widely among the population in general. Certainly, we seek to nurture such abilities across the Psychology curriculum, and a question for future assessment is "to what extent are we able to make an impact on these abilities within the context of a one-semester course?" The question of how we can begin nurturing these abilities in the context of the Principles of Psychology course is addressed in our Action Plan, below.

CONCLUDING SUMMARY: 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 helps to:

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 higher cognitive processing shown on the post-test.

ACTION PLAN FOR 2002-2003

1. Students do show improvement in indicators of Higher Cognitive Processing, but the level of performance at post-test in this area still lags behind the areas of Factual knowledge and Application of knowledge. In an effort to support student progress in the Higher Processing area, faculty will include activities and assignments specifically tailored to fostering the development of analytical, critical reflection upon course content. For example, brief written assignments calling for critical analysis of theories, findings, etc. might be given, or discussion-based activities which challenge students to question or challenge principles they've learned about might be included.

2. In light of staffing changes that have occurred over the past several years, we determined that it would be beneficial to revise the assessment instrument, such that it reflects more accurately the emphases and areas of focus of the current Psychology faculty who are teaching the Principles of Psychology course. We will meet as a department in Fall 2002 to do so.

3. In light of the data compilation difficulties introduced by the piecemeal administration of post-test items, we plan to return to the previous format of administering a single comprehensive post-test for our Spring, 2003 assessment. This should make possible more sophisticated analyses of changes within students.

ASSESSMENT CALENDAR

Course	Type of Assessment	Dates of Assessment	Faculty & Student Participation	Data Review Date	Action Taken: Program Assessment	Date & Type of Next Assessment
100	Pre-test	Jan. 2002	test administration	May 2002	Included question category types	
100	Post-test	May 2002	Scoring, data compilation, and analysis	May 2002	Evaluated areas of strength and weakness; formulated plan for enhancing higher cognitive processing skills in students; determined need for revision of instrument	* Fall 2002– department meets to revise instrument * January 2003 – pre-test assessment * May 2003 – post-test assessment and analysis

| 432 | Post-test | May 2002 | Students given rationale & asked for comments on rationale & procedures through semester | May 2002 | Assessment of areas of strengths and weaknesses; formulated plan to augment areas of relative weakness | May 2003 |

SOCIOLOGY

Basic Concepts of Sociology (SOC 102)

As we indicated last year we were going to continue to implement an assessment technique for our Basic Concepts of Sociology course for 2001. 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:

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.

COURSE OBJECTIVES:

Students will demonstrate knowledge of how sociologists attempt to explain human behavior and institutions.

Students will demonstrate knowledge of the basic concepts of culture and society as used by social scientists.

Students will demonstrate knowledge of the concept of socialization as it relates to the nurture-nature controversy in the social sciences.

Students will demonstrate knowledge of the differences between race and ethnicity, sex and gender, and other distinctions between biological and sociological categories.

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.

The bar chart that is included in our report shows the results of our pre-test and post-test for our Basic Concepts of Sociology, Spring 2002 courses. We had a total of 110 students in our various sections.

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

Basic Concepts of Sociology: Spring 2002 Pre-test/Post-test

Percent Correct / Questions

■ PRE-TEST PERCENT CORRECT
□ POST-TEST PERCENT CORRECT
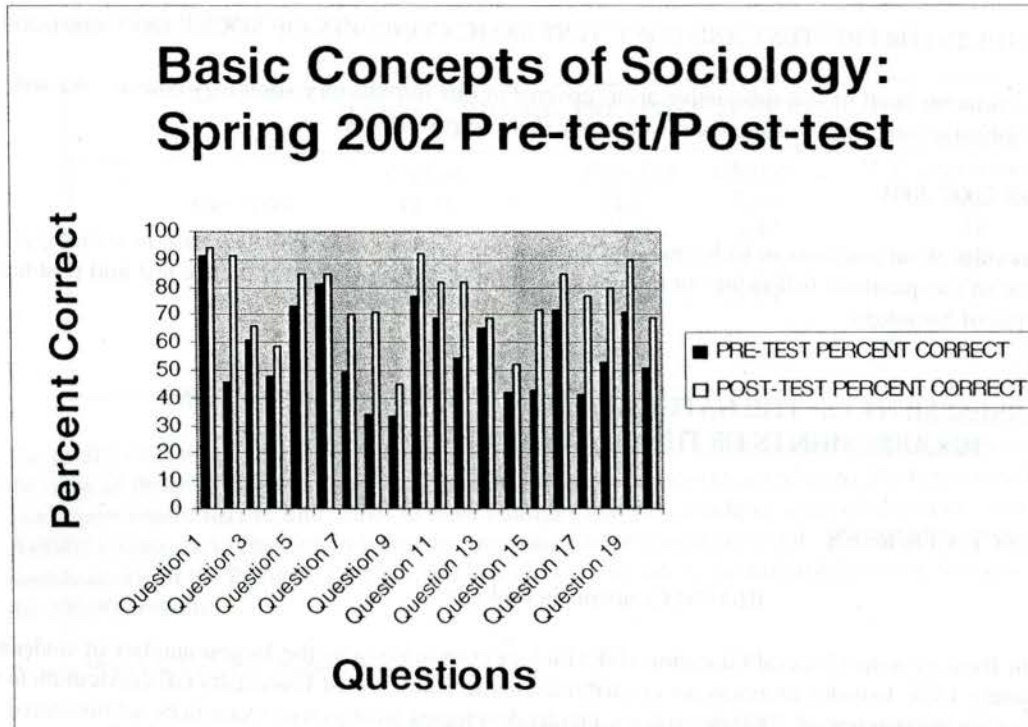
Questions 1-3 tried to measure critical thinking skills by having students ask questions about the three major theoretical paradigms that they use to analyze human behavior and institutions within the course.
As demonstrated on the bar chart, students made definite progress:
 Question 1: Pre-test 93%: Post-test 95% slight improvement
 Question 2: Pre-test 49%; Post-test 93% major improvement
 Question 3: Pre-test 53%; Post-test 69% 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:
 Question 4: Pre-test 47%; Post-test 62% slight improvement
 Question 5: Pre-test 76%; Post-test 86% slight improvement
 Question 6: Pre-test 79%; Post-test 86% slight improvement
 Question 7: Pre-test 45%; Post-test 72% major improvement
 Question 8: Pre-test 31%; Post-test 75% major improvement
 Question 9: Pre-test 33%; Post-test 41% slight improvement
 Question 10: Pre-test 74%; Post-test 89% slight improvement
 Question 11: Pre-test 72%; Post-test 83% slight improvement
 Question 12: Pre-test 49%; Post-test 70% major improvement
 Question 13: Pre-test 62%; Post-test 70% slight improvement
 Question 14: Pre-test 43%; Post-test 50% slight 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

Question 15: Pre-test 42%; Post-test 71% major improvement
Question 16: Pre-test 77%; Post-test 84% slight improvement
Question 17: Pre-test 43%; Post-test 73% major improvement
Question 18: Pre-test 51%; Post-test 81% major improvement
Question 19: Pre-test 73%; Post-test 86% slight improvement
Question 20: Pre-test 48%; Post-test 69% improvement

CUMULATIVE RESULTS FOR PRE-TEST AND POST-TEST BASIC CONCEPTS OF SOCIOLOGY 2001-2002

We have made improvements in all of the substantive areas covered in our introductory sociology course. We will need to focus and emphasize some areas where there were only slight improvements.

ACTION PLAN FOR 2002-2003

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.

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

NATURAL SCIENCE COURSES

BIO 100 Concepts in Biology

BIO 100 Concepts in Biology is the General Education (GE) biology course taken by the largest number of students per year (approximately 150). 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 (*Life on Earth, 2nd edition*, Audesirk, Audesirk & Byers). The Pre/Post Test questions are not used by instructors on any other exams and the Pre/Post Tests are not returned to the students.

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

The test items are distributed as follows:

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

Instructors give no weight to student performance on the PreTest when calculating course grades. All instructors administered the PostTest as a portion of their comprehensive final examination. Some instructors awarded extra credit for the points earned on the PostTest portion of the final, while others incorporated these points into the total final exam score. Each BIO 100 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 in the Fall semester of 2001 and the Spring semester of 2002.

TABLE I: BIO 100 PRE / POST TEST RESULTS				
	PreTest	Post Test	Change	% Improvement
Fall 2000	11.32	14.73	3.14	28
Spring 2001	11.33	15.05	3.47	31
Fall 2001	11.58	16.81	5.23	45
Spring 2002	11.55	15.56	4.01	35
Cumulative	11.42	15.55	4.00	35

The results of testing in the 2001/02 academic year indicate that while student PreTest scores were the essentially the same as those of the preceding year, the 2001/02 PostTest scores were markedly better than those of 2000/01. The improvement may be due either to some changes that were made in some of test items after a review of the 2000/01 results, or to changes in instructor emphasis in the course material. We do not plan to make any further modifications of the Pre/Post Test questions so we may be able to distinguish between these possibilities based on the 2002/03 results.

Action Plan for Program Improvement

- Analyze data to determine whether a correlation exists between student scores on the PostTest and their score in the course.

- Reevaluate Pre/Post Test for consistency with new textbook to be used in BIO 100 beginning Fall 2002.

Chemistry 100, Concepts in chemistry

Objectives:

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

Assessment Techniques

Concepts of Chemistry

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
Knowledge	69.3%
Comprehension	54.6%
Application	71.6%

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. Additional time will be spent on the "facts and figures" portion of the course content.

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

The students were given a lecture on heat transfer 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. A few students requested some review of the material. 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.

EARTH SCIENCE COURSES

Physical Geology ESG100XX

1. The process.
   The development of the Geology Assessment was a multi-stepped, multi-meeting process that involved both faculty and students. The following is a description of said process.
   a. Step 1 – an assessment task force was created. It was comprised of both faculty and students. Representing the faculty was Lynn Heidenreich and Ed Perantoni. Representing the students were Amie Amann, Christie Eason, Shawn Keller, and Jennifer Thornton.
   b. Step 2 – First Meeting. The following materials were distributed to the task force members:
      - General Education goals
      - Objectives of the General Education Program
      - Learning Skills—Bloom's Taxonomy
      - Summary Report and Recommendation—Task Force on a Competencies-Based Education
      - Assessment Workshop 23 August 2000
      - 2001 – 2002 Lindenwood University comprehensive Student Assessment Program
   c. Step 3 – Second Meeting. The six general education goals were reviewed and two, 4 and 5, were most appropriate for geology. They are:
      - Acquire the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration of ideas.
      - Apply analytical reasoning to both qualitative and quantitative evidence.
        The chapters in the text were reviewed and those covered during the semester were identified. Competencies for those chapters were specified.

d. Step 4 – Third Meeting. The questions from the first Pre/Post Test were reviewed to make sure they matched a competency. Where there were gaps, new questions were developed. Where the question did not match a competency, it was deleted.

e. Step 5 – Fourth Meeting. The questions were aligned with Bloom. Since Physical Geology is an entry-level class, only the first three levels were considered: knowledge, comprehension, and application.

f. Step 6 – Fifth Meeting. The Bloom/Gardner matrix illustrated in the *Summary Report and Recommendation* was discussed. The task force could not understand the relationship and came to the conclusion that it needed help, so Dr. Peter Griffin was contacted.

g. Step 7 – Sixth Meeting. The task forced met with Dr Peter Griffin who discussed his understanding of the matrix. The task force decided to not develop a matrix between the Bloom and Gardner concepts at this time. Instead, the questions in the Pre/Post Test will be evaluated based on Bloom's levels of learning. Each competency will be assigned a Gardner definition as to the Professor's approach in class. It was decided that the material for all competencies are presented using the verbal, visual, and naturalist intelligence approaches and that most demonstrations in labs reinforced the competencies through the bodily/kinesthetic and logical/mathematical approaches. Where students consistently score low on a competency in a bloom category, the Gardener approach will be reevaluated and modified in an attempt to improve the student's understanding.

Dr Griffin suggested that instead of using a "fill-in-the-blank" format solely, that it be mixed with multiple guess, matching and true false. The fill-in-the-blank format was used to eliminate the bias of a lucky guess. To compensate for the lucky guess, any multiple guess question will have at least five possibilities for answers.

The students agreed that with one type of question format, their span of attention is lost rather quickly.

h. Step 8 – Seventh Meeting. Gardner's multiple intelligences were assigned to the competencies.

i. Step 9 – Implementation. The new assessment for Physical Geology was implemented Spring Semester 2002.

2. The Results:

a. Students were given a Pretest at the start of the semester and a Post Test at the end of the semester. The same test of 56 questions was given both times. A summary of the statistics is below:

Section	Pretest		Post Test		Percent Improvement
	Mean	σ	Mean	σ	
Sec 11	24.82	5.84	41.00	6.51	165
Sec 12	21.42	3.49	39.04	5.57	182
Sec 13	21.69	5.01	33.70	4.13	155
Sec 14	21.96	3.76	37.29	6.48	169
Average	22.47		37.75		168

b. The scores for the Pretest are grouped closely together with a range of 3.40. The scores for the Post Test are a little more spread out with a range of 6.30. The Post Test for Sections 11, 12, and 14 was given as part of the final exam. So students had a chance to study. The Post Test for Section 13 was given unannounced so the students did not have a chance to study. In any case, the average for all classes showed a 168 % improvement, or learning did occur.

c. Charts for each individual class are attached for comparison of the results.

The scores were not broken out by objectives. This will be done next year to identify the weak points the students might have with the concepts.

MATHEMATICS COURSES

Departmental Mission Statement: General Education for Mathematics

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

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

Departmental Goals and Objectives

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

Assessment Instruments Used

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

Each instructor will submit for the file

- A copy of the course syllabus
- A copy of each assigned project
- 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 2001

There were 22 sections taught by 8 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. Sixty-eight percent (68%) of the 712 students who initially enrolled in these general education courses were successful in passing with a D or better.

MTH 121 Contemporary Math – Colburn, Kohler, Matthews
MTH 131 Quantitative Methods – Colburn, Felty
MTH 134 Concepts of Math (ED) – Colburn, Kohler
MTH 141 Basic Statistics – Haghighi, Matthews, Perantoni

MTH 151 College Algebra – Golik
MTH 152 Precalculus – Kohler
MTH 171 Calculus I – Golik
MTH 172 Calculus II– Soda

Between five and eight objectives were written for each of the mathematics courses offered for general education credit. 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, the data was pooled. In most cases, test scores throughout the semester from the units where the particular objectives were covered were used to provide the data. The objectives for MTH 121 Contemporary Math were revised to include topics from consumer math now covered in the course.

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

FALL '01 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	75	75	73	XXX	XXX	68	74	76	111
MTH 131	71	76	74	77	81	79	82	80	63
MTH 134	74	72	76	75	75	XXX	74	73	82
MTH 141	91	81	69	73	64	74	81	XXX	172
MTH 151	67	67	78	76	72	78	77	XXX	20
MTH 152	75	73	73	74	76	XXX	XXX	XXX	41
MTH 171	85	77	77	70	70	72	64	XXX	45
MTH 172	73	74	71	68	50	64	81	XXX	18

Below is the grade distribution.

FALL '01 COURSE	NUMBER OF SECTIONS	A	B	C	D	F	I, W, WP, WF, UW	TOTAL
MTH 121	4	22	29	39	6	15	35	146
MTH 131	3	19	10	21	8	5	20	83
MTH 134	3	9	23	24	16	10	21	103
MTH 141	1	40	45	31	36	20	38	210
MTH 151	2	5	6	4	4	1	13	33
MTH 152	2	8	12	6	7	8	14	55
MTH171	6	12	8	17	3	5	14	59
MTH172	1	7	2	7	0	2	5	23
TOTAL	22	122	135	149	80	66	160	712

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 8

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 and 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. identify functions, evaluate functions, and find the domain and range of functions.

2. compute the sum, difference, product, quotient, and composition of two functions, and find the domain and range.

3. graph, solve, and find the domain and range of linear functions, functions with absolute value, rational functions, quadratic functions, and polynomial functions.

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

5. find the distance between two points in the plane, find the midpoint of a segment, and know the relationship between the equation of a circle, its center, its radius, and its graph.

6. do long division with polynomials and synthetic division and use the remainder theorem and the factor theorem to factor polynomial functions and find the zeros.

7. graph and solve exponential and logarithmic functions and their applications.

8. solve systems of equations by graphing, substitution, elimination, back substitution, and elementary row operations and do applied problems.

Objectives for MTH 152 - Precalculus

The student should be able to

1. identify direct and inverse proportionality, find rate of change of a function, and apply to linear functions and applications.

2. find domain and range of a given function, manipulate, graph and apply exponential and logarithmic functions to applications.

3. translate, reflect, compress, and stretch functions; find the vertices, x-intercepts, y-intercepts, axis of symmetry, and the standard form of a quadratic function.

4. identify period, midline, amplitude, and a formula for periodic functions and to convert degrees to radians and radians to degrees.

5. use properties of right triangles to solve application problems and to verify trigonometric identities.

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

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.

MATHEMATICS - GENERAL EDUCATION SPRING 2002

There were 18 sections taught by 7 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. Seventy percent (70%) of the 520 students who initially enrolled in these general education courses were successful in passing with a D or better.

MTH 121 Contemporary Math – Colburn, Kohler   MTH 151 College Algebra – Colburn

MTH 131 Quantitative Methods – Colburn
MTH 134 Concepts of Math (ED) – Kohler
MTH 141 Basic Statistics– Haghighi, Matthews, Perantoni

MTH 152 Precalculus – Matthews
MTH 171 Calculus I – Golik
MTH 172 Calculus II– Soda

Between five and eight objectives were written for each of the mathematics courses offered for general education credit. 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, the data was pooled. In most cases, test scores throughout the semester from the units where the particular objectives were covered were used to provide the data. Some courses, such as MTH 152 PreCalculus also included data from computer projects and the final exam. The objectives for MTH 151 College Algebra were revised, and one objective for Math 141 Basic Statistics was split into two separate objectives.

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

SPRING '02 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	78	79	73	XXX	XXX	70	75	66	107
MTH 131	72	74	80	73	70	90	80	90	26
MTH 134	72	74	73	XXX	XXX	XXX	73	72	40
MTH 141	86	76	84	73	81	76	74	77	153
MTH 151	84	68	77	66	80	68	83	XXX	23
MTH 152	62	79	72	85	46	83	XXX	XXX	21
MTH 171	77	50	47	69	65	59	54	XXX	22
MTH 172	72	76	69	68	62	64	33	XXX	23

Below is the grade distribution.

SPRING '02 COURSE	NUMBER OF SECTIONS	A	B	C	D	F	I, W, WP, WF, UW	TOTAL
MTH 121	4	21	24	29	24	9	29	136
MTH 131	1	6	8	8	1	3	20	46
MTH 134	2	12	7	6	9	6	16	56
MTH 141	5	32	44	37	22	18	11	164
MTH 151	1	4	9	5	0	5	10	33
MTH 152	1	6	6	0	4	5	2	23
MTH171	1	3	7	5	3	4	9	31
MTH172	2	7	7	4	3	2	8	31
TOTAL	18	91	112	94	66	52	105	520

Conclusions and Actions for Next Cycle of Assessment

Objectives for Math 131 Quantitative Methods were previously revised to include a review for algebra, but in order to make this course more accessible to a wide range of business students, further revisions may be made such as including a more complete unit on algebraic manipulation. Also, as a result of our assessment process, we are changing the Calculus I text to a text that is more traditional in regards to rigor and drill, yet retains the spirit of the reform Calculus with respect to numerical, graphing and algebraic applications. This change will also serve the increasing number of Pre-Engineering students enrolled in the Calculus sequence. The text for PreCalculus will also be changed to coincide with the Calculus text change.

Epilogue Format:

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.

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.

Between December, 1998 and December, 1999, 256 students took the C-Base. The College Base is a criterion referenced achievement examination. Numeric scores for C-Base range from 40 to 560 points. The scale has been designed so that a score of 300 will always be the mean for the entire group of examinees, those from Lindenwood and all other schools, using C-Base at that particular examining period. For comparative purposes, we can compare the individual cluster scores with the composite score. A difference of 17 points in either direction is statistically meaningful.

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

The C-Base examination has been in use since 1988, and Lindenwood students have been taking the examination since that time. A total of 1932 Lindenwood students have taken the exam since its inception through December, 1999. Across the state, the exam has been taken by about 84,631 students in the several institutions that use it. It is primarily used everywhere within the teacher-training programs. Passage of the C-Base is a prerequisite for certification in the State of Missouri.

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

		Passing Rates		By Subject		
		English	Writing	Math	Science	Social Studies
Lindenwood	(1999-2000)	81%	87%	79%	80%	75%
	(2000-2001)	81%	86%	79%	80%	74%
	(2001-2002)	80%	86%	80%	81%	74%
	2002-03	84 / 79	84 / 85	80 / 80	79	74
State	(1999-2000)	86%	92%	82%	82%	82%
	(2000-2001)	86%	91%	82%	82%	81%
	(2001-2002)	85% / 84	91% / 89	83% / 80	81% / 79	80% / 78

The passing rates for Lindenwood students are comparable 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. The past few years have seen a downward trend in state-wide C-Base scores. Each division offers work/help sessions for students prior to taking the test. ACT scores of entering freshmen are higher and C-Base scores are lower. Although the work/help sessions were not well attended, those students who did attend indicated that they felt the sessions were helpful.

There is only one factor in which there is a significant difference. That comes in a comparison of the passing rates for African-American students. The differences there are sizeable enough to quote since the Lindenwood rate is significantly higher than the state results:

		English	Writing	Math	Science	Social Studies
Lindenwood	(1999-2000)	60%	82%	65%	57%	53%
	(2000-2000)	54%	77%	68%	60%	52%
	(2001-2002)	52%	72%	65%	62%	52%
	02-03	55	74	65	63	51
State	(1999-2000)	55%	66%	46%	50%	59%
	(2000-2001)	54%	65%	46%	49%	57%
	(2001-2002)	53%	64%	46%	49%	56%
	02-03	53	64	47	49	55

National Teacher Examination Results (Praxis)

During the 2000-2001 academic year, 122 individuals took the Praxis II examination for teacher certification. One Hundred (100) percent passed. This compares to a ninety-seven (97) pass rate in the state of Missouri.

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.

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), 150 (Composition I): 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. Pre and Post-Tests allow for measurement of student progress in quantifiable ways and generate information for revision of instructional and assessment methods. Goals for competencies are being devised.

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

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

Objective 3.

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

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 sued to evaluate instructional and assessment methods.

Expressive Modality(s).
    Linguistic, Mathematical

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. This test is in an experimental stage and will be expanded.

PSY 100 (Principles of Psychology): Student learning is assessed via a locally generated Pre and Post-Test. Instructional methodologies and assessment procedures change as experience warrants.

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 will be undertaken during the next assessment cycle.

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 was assessed using examination questions keyed to specific course objectives. As well, CATs were used student learning in particular classes. Instructional strategies are changed as experience warrants.

Cognitive Operations:
Knowledge, Comprehension; Application

ESG 100 (Physical Geology): Student Learning is measured via a locally generated Pre and Post-Test. Instructional strategies are modified as experience warrants. (Note: The current test was developed by a committee of faculty and students.)

Expressive Modalities:
Linguistic, Visual, Naturalist
(In laboratory classes: Bodily/Kinesthetic, Logical/Mathematical)

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.

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

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.

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): A pilot program of locally generated Pre and Post-Tests for both classes measures student learning.

PS 155 (American Government): A pilot program of a locally generated Pre and Post-Test measures student learning. The pilot will be expanded from 15 to 45 questions in the next assessment cycle.

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.

Some conclusions:

- The wide range of courses participating in General Education Assessment insures that almost all Lindenwood students are part of the program.

- Lindenwood instructors participating in General Education Assessment are generally concerned to provide objective (quantifiable) measurements of student learning

- Lindenwood instructors are generally 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.

Areas of concern:

- Some assessment procedures do not provide a measure of what students gained from a specific course. Expanded efforts in pre-testing will help fill this gap.

- Some assessment procedures either do not use or make inadequate use of the Gardner intelligences (Expressive Modalities) and the Bloom taxonomy (Cognitive Operations.)

- Areas with large numbers of students in General Education courses that do not specifically address General Education Assessment include:

    Fine Arts and Performing Arts (Communications and Fine Arts requirements)
    (It should be noted that initiatives are under way to address these issues in the next assessment cycle.)

- Most General Education Assessment is directed to entry-level courses. Capstone courses, exit exams, etc. should be further integrated into General Education Assessment.

- Formal student involvement is assessment is limited.

Action Plan for General Education Assessment
during 2001-2002

- Add at least three courses from the Fine and Performing Arts Division to General Education assessment (to include both fine and performing arts and communications). Planning and Pilot in Fall; implement in Spring.

- Further incorporate the Course Profile Concept.

- Review and revise (where appropriate) General Education Goals. Fall Semester (General Education Committee, faculty)

- Ask for further review and revision (where appropriate) of departmental goals and objectives regarding General Education. Fall Semester (General Education Committee, Assessment committee)

- Circulate questions and suggestions for assessment to various departments. Fall Semester (Assessment Committee)

- Increase use of program Comprehensive Exams, Capstone courses, etc. as a means to assess General Education competencies. (Areas to target: History, Management, Computer Science)

- Continue to promote standardization of program assessment reports. (Assessment Committee, Assessment Officer)

- Expand student involvement in program assessment.

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 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, dramatics, and music, religious, and civic organizations.

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

Undergraduate Teacher Education Objectives

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

Standard 1

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

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

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

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

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

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

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

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

Standard 9
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on other (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

Standard 10
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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. 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 2001-02 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.

SCORING RUBRIC FOR PROFESSIONAL PORTFOLIOS

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

STANDARDS:

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

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

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

(3) **Above Expectations** – clearly demonstrates understanding of the concepts underlying
      this standard. Artifacts provide clear evidence of competence in this area. Detailed description and
      thoughtful justification are apparent in the essay.

(4) **Outstanding** – demonstrates superior understanding of the concepts underlying this
      standard. Artifacts provide evidence of careful planning, creativity and insight into the teaching/learning process.
The essay exhibits detailed descriptions and meaningful justification, which is value-based and assesses the effects
      of choices and actions undertaken in the teaching process.

REFLECTION ESSAYS:

(0) Unacceptable – extensive errors in the use of standard written English (mechanics, usage, grammar, spelling, syntax, etc.); unorganized; fails to appropriately address the assignment. Weak self-evaluation shows little or no learning.

(1) Below Expectations – unacceptable errors in the use of standard written English; confusing organization. Weak self-evaluation demonstrates limited learning. Weak attempt to write explanation of self-improvement. Limited, minimal explanation is related.

(2) Meets the Standard – minor errors in the use of standard written English; orderly development of ideas. Some explanations show what you could have done differently to improve. Explanations demonstrate some learning from the experiences.

(3) Above Expectations – effective use of standard written English; MoSTEP standards are presented in an orderly fashion. Ideas are well developed. Supporting evidence offers descriptions and analyses that exhibit confidence in the topic and in writing ability

(4) Outstanding – sophisticated use of standard written English. MoSTEP standards are presented in an orderly fashion. Ideas are fully developed. Supporting evidence offers descriptions and analyses that are compelling in nature, and exhibit confidence in the topic. Insightful, in-depth self-evaluation is related to higher levels of Bloom. Student has explained how the experience/artifact could have been improved. A logical, thorough explanation states how the student will apply what he/she learned from completing this portion of the portfolio. The essay is worthy of being used as an example for future students.

CHECKLIST FOR ASSESSING PROFESSIONAL PORTFOLIOS

Portfolio Content and Reflection Paper address the following:

Standard	Rationale/Reflection
1. The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	_____/_____
2. The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	
3. The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	
4. The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	
5. The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	
6. The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social	

interaction, active engagement in learning, and self-motivation.

7. The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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.

<u>Comments:</u>

	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.**

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.

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

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.

Each Teacher Education program 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) which 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 helpful portion of the student teaching experience is the Beginning (school opening) Experience. Since the opening of school is a unique process, it is important that students who student teach during the summer or during the spring semester have an opportunity to be involved with the opening activities. 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, 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 10 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 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 10 Beginning Teacher Competencies.

Teaching Portfolios

Beginning in the fall of 1999, all pre-service teacher educators must complete a portfolio based upon the 10 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 a panel of educators. Two professors must judge it as acceptable before the individual receives his or her recommendation for certification to the state. The Education Faculty of Lindenwood University believes that this is a major performance assessment tool and it will be judged as such. Eighty five (85) percent received a passing score on portfolios submitted during the 2001-02 academic year.

College Basic Academic Subjects Examination (C-Base)
Summary of 2000-2001 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 December 1999 and December 2000, 243 students took the C-Base. The College Base is a criterion referenced achievement examination. Numeric scores for C-Base range from 40 to 560 points. The scale has been designed so that a score of 300 will always be the mean for the entire group of examinees, those from Lindenwood and all other schools, using C-Base at that particular examining period. For comparative purposes, we can compare the individual cluster scores with the composite score. A difference of 17 points in either direction is statistically meaningful.

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

The C-Base examination has been in use since 1988, and Lindenwood students have been taking the examination since that time. A total of 1932 Lindenwood students have taken the exam since its inception through December 2000. Across the state, about 84,631 students in the several institutions that use it have taken the exam. It is primarily used everywhere within the teacher-preparation programs. Passage of the C-Base is a prerequisite for admission to any Teacher Education Program in the State of Missouri.

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

	Passing Rates	By Subject		
	English	Writing	Math	Science	Social Studies
Lindenwood	80%	86%	80%	79%	74%
State	85%	91%	83%	81%	80%

The passing rates for Lindenwood students are comparable 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.** ACT scores of entering freshmen are higher and C-Base scores are lower. Although the work/help sessions were not well attended, those students who did attend indicated that they felt the sessions benefited their efforts. There is only one factor in which there is a significant difference. That comes in a comparison of the passing rates for African-American students. The differences there are significant enough to quote since the Lindenwood rate is significantly higher than the state results:

	English	Writing	Math	Science	Social Studies
Lindenwood	52%	72%	65%	62%	52%
State	53%	64%	46%	49%	56%

Praxis II

Since September 1998; Lindenwood students have been required to take the PRAXIS II examination for certification. During the 2000-2001 academic year, 122 individuals took the Praxis II examination. One hundred (100) percent pass the examination. This compares to ninety-seven (97) percent pass rate in the state of Missouri. Divisions are working with those individuals in their preparation for this examination. Passage of the PRAXIS II examination for required for an individual to student teach.

Recent Graduate Survey

A survey of first-year teachers who were 2000-2001 graduates was conducted in the spring of 2002.
Graduates responded to 36 forced-choice questions and four open-ended question related to their teacher-preparation program. Responses from 51 individual have been received and there were 125 surveys sent to our recent graduates. Analysis of responses revealed the following: Survey results revealed a weakness in the area of technology. Based upon these results, a grant was submitted to Southwestern Bell Foundation. The grant was funded and we will have 2 Multimedia Interactive Networked Technology Classrooms ready for the fall of 2001/ The classrooms will be used for pre-service teacher preparation. This was prompted based upon the results of the survey results above.

Items Rated				
Excellent	Superior	Adequate	Need Improvement	Weak

| | 31% | 40% | 29% | 0% | 0% |

Employer Survey

A survey of building principals who employed recent Lindenwood University graduates was conducted in the spring of 2002. Employers responded to the ten 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 this date (27 June), 95 of 125 surveys have been returned.

Excellent	Above Average	Average	Below Average	Weak
68%	23%	9%	0%	0%

Graduate Education Program

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

Graduate Teacher Education Goals

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, 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. 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.

2001-2002 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.

Conclusions 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 will allow us to expand our efforts in these areas. This grant will be on-going for the next four years. A comment from the majority of all graduate students was the high level of satisfaction with the instruction that received during their program.

Physical Education

The Division of Education also is responsible for a program in Physical Education.

Physical Education Goals

1. The student will develop an understanding of an appreciation for the history, traditions, and importance of Physical Education for a healthy, well-educated individual

2. The student will consider a personal philosophy. The maturation of the students' Physical Education philosophy will be nurtured and examined in all parts of the program

3. Each student will develop an understanding and appreciation of thorough scholarship and psycho- motor skills.

4. Students will develop and build upon a personal mastery of many physical skills

5. Students will show proficiency in organizing and administering Physical Education programs

6. Students will demonstrate a thorough knowledge of exercise, nutrition, motor development, posture, and stress as related to quality Physical Education programs

7. The student will be able to analyze students, groups, and teams from sociological and psychological perspectives

8. The student will demonstrate proficiency in the use of methods of planning, teaching, and evaluating Physical Education instruction

9. Each student will successfully use effective measurement techniques. The skills will include evaluation of applicable research and relevant statistical analysis.

10. The student will demonstrate the knowledge and skills necessary to ensure the safety, emergency care, and prevention of student accidents and promote students' good health.

Physical Education Assessment

In addition to the course evaluations, the Physical Education major utilizes the assessment technique common to all Education programs:

1. The licensure by the State Department of Education

2. The graduate surveys

3. The principal surveys

2000-2001 Assessment

Assessment techniques currently are not designed to identify physical education outcomes separate from the rest of the Education Division. Superficial review of data (C-Base, Praxis scores, Portfolios, Student and Employer Surveys) reveals no unique patterns different from the Division composite. The Division will consider additional assessment tools directed specifically at Physical Education in the future.

Course Evaluation by Students

Students evaluate the perceived quality of each course and the effectiveness of each professor at the end of each term. For the fall 2000 terms, ratings of the instructors in all Education/Physical Education courses revealed the following pattern:

Above Average	Average	Below Average
88%	10%	2%

Human Services Division

CRIMINAL JUSTICE PROGRAM
2001-2002

Students in the Criminal Justice program complete a minimum of 36 semester hours from a Core and Elective group of courses to fulfill their major requirements. In their Core courses in the Criminal Justice program, students ought to develop a broad knowledge of the different interpretations of deviant and criminal behavior, an understanding of the criminal justice system and its various operations from the Supreme Court to the local court and probationary system, and the role of the police in producing internal security.

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

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

Mission Statement

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

Goals and Objectives

Goals:

1. CJ majors will demonstrate an understanding of the historical roots of the Criminal Justice System.
2. Provide professional guest speakers that relate contemporary theories and strategies in controlling crime.
3. Each student will have had an opportunity to participate in an internship within the Criminal Justice System.
4. Each student will possess the knowledge necessary to compete for employment positions within the Criminal Justice System.
5. Each student will demonstrate an acceptable level of knowledge in all of the core courses offered.
6. Each student will demonstrate an understanding of the major theories of Criminal Justice.

Objectives:

1. Identify the social and political forces that have helped to shape current criminal justice practices.
2. Identify the major forms of deviance and crime in the United States.
3. Provide a detailed account of the various stages of the criminal justice system.
4. Discuss the evolution of the "professional model" of policing while noting its strengths and weaknesses.

5. Understand that community concerns help shape the role of the police.   **?.**
6. Identify and discuss the various selection methods for criminal justice candidates.
7. Discuss the various relevant Amendments to the Constitution that most impact the CJ system.
8. Describe and discuss the various contemporary correction facilities.
9. Define community corrections.
10. Identify recent trends in dealing with juveniles accused of committing criminal offenses.
11. Describe the increasing role of the victim in the criminal justice process.
12. Discuss the major steps and influences on the trial process.

Assessment of Criminal Justice Majors

The Criminal Justice department has incorporated several different strategies to assess where the program is and where it is going. Most of the efforts have been directed towards soliciting feedback from the students in the form of an exit survey that requests information on the quality and content of the CJ program. The exit survey is administered at the conclusion of the Senior Seminar class, which is considered the Capstone course for the Criminal Justice program. Additionally, every two years a similar survey is mailed to alumni on the utility of the CJ degree in obtaining employment and other non-employment related pursuits. This year a new pre-test and posttest have been 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.

Procedures:

The new assessment test has been prepared using the new CJ textbook for 2001. 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, 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 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 2002, the CJ students were tested with the above assessment instrument as a pre-test. Thirty students were examined and the resulting mean was 55.4. A posttest was administered at the conclusion of the course and the mean score was 73.5. This class will again be tested when they complete their Senior Seminar class in 2004.

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

2001	Students	Questions	Pretest	Posttest	Change
	31	300	58.20	73.33	+25.9%
2002	30	100	55.40	75.21	+35.75%

Contents Areas (2002 Pretest):

	Questions	#Incorrect	Percentage
Police-	42	16	38%
Courts	28	13	46.4%
Corrections	30	16	53.3%

Contents Areas (2002 Posttest):

	Questions	#Incorrect	Percentage
Police-	42	9	21.4%
Courts	28	8	28.5%
Corrections	30	10	33.3%

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 ?estions	Percent of ?estions
Knowledge	62	62%
Comprehension	31	31%
Application	9	9%
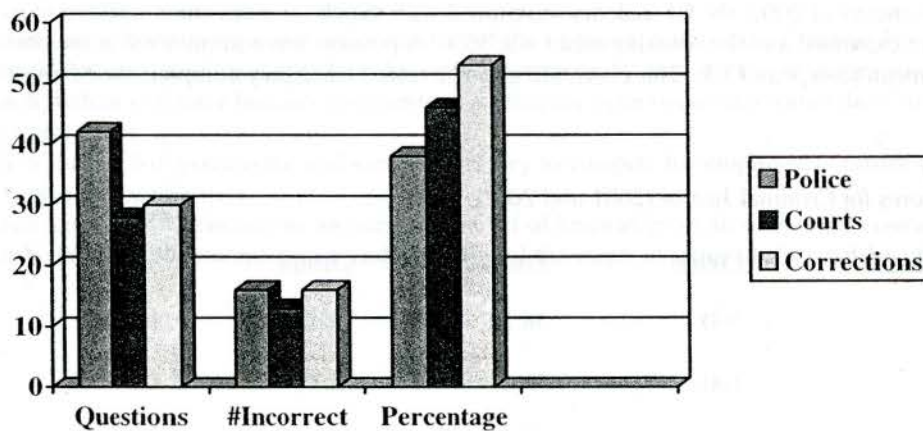
Content Areas- 2002 Pretest
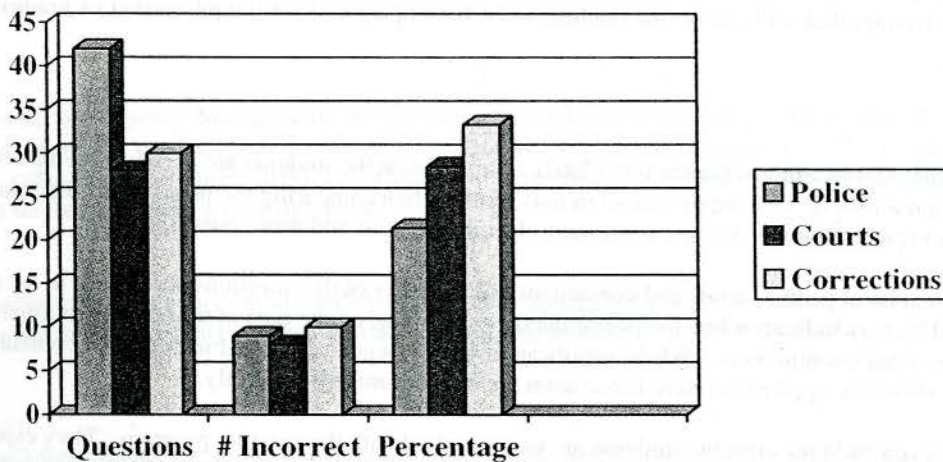
Senior Seminar Assessment Results (2001, 2002)

The most recent graduating class (2002) 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 79.8 for the eight (8) graduating seniors. This is slightly lower than the previous graduating class of 2001, which has a mean score of 82.3

The graduating CJ students of 2001, who had completed their coursework, were interviewed (n=12) and their responses were recorded on a questionnaire (see attachment- Senior Assessment). Questions 20 and 21 were most relevant and provided the following findings:

Question 20 asks the students to identify the strengths of the CJ program at Lindenwood. The number one response selected by 91% of the students was "the number of course offerings". Question 21, which asks for weaknesses in the program, revealed that the number one weakness was "number of faculty". The questionnaire will be modified, to reflect the current suggestions and recommendations by the graduating seniors. Additionally, future efforts will be made to address the concerns identified in the student's responses.

All members (n=8) of the 2002 class completed the Senior Assessment questionnaire (see below). Questions 14, 15, 19, 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=5 or 62.5%) indicated they learn more through class discussions. The second highest category was guest speakers (n=2 or 25%). Question 19 asked the student to identify the strengths of the CJ program. The number one response was concentration on practical studies (n=4 or 50%). The next category with the most votes was class scheduling (n=2 or 25%). Question 22 asked the students to identify classes/courses they would like to see offered in the CJ program that are not currently offered. The majority of the students (n=3 or 37.5%) suggested a course in laboratory forensics. The next most popular course suggested was private security (n=2 or 25%).

During the fall semester 1998, 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 2002. 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.

Analysis:

The results from the most recent assessment test (2002), indicates that the students are learning the material. This is reflected in the approximately 35% improvement in tests scores when comparing the pretest with the posttest. The Senior Assessment reveals that the students want more class discussions and more guest speakers.

Within the content areas of police, courts and corrections, the majority of the questions missed are in the corrections and court areas. This may indicate a bias for police questions or a bias on the part of the faculty for emphasizing the police section over other content areas. While significant improvement is identified in these two content areas, additional efforts should be applied to insure those areas are covered more thoroughly.

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 private security. Past recommendations have been introduced into the current curriculum i.e., White-Collar Crime and Organized Crime.

Recommendations:

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.

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next Assessment
CJ-210	Pretest	Aug & Jan	Faculty	Jan & June	none	Aug 02
CJ-440	Posttest	Dec & May	Faculty	Jan & June	Modify test and/or presentation material	Dec 02
	Alumni Assessment	Dec 02	Faculty	June 03	Revise Course Offerings	Dec 03

HUMAN SERVICE AGENCY MANAGEMENT

Mission

The Human Service Agency Management (HSAM) program 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 the professional development competencies required for certification by American Humanics, Inc., the certifying organization for nonprofit management.

Implementation and Management

- Students will demonstrate extensive knowledge of nonprofit agency structure, the roles and responsibilities of board and staff, the recruitment and training of staff and volunteers, and effective risk management.

- 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 certification by American Humanics, Inc., the certifying organization for nonprofit management.

Implementation and Management

- 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 as part of future assessments, but this information does not reflect the academic achievement and goal accomplishment.

The number of students seeking American Humanics certification is 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 and have successfully achieved the goals and objectives of the HSAM program. This data have been collected in previous assessments and will continue to be significant information in future assessments.

Assessment Procedures for 2001—2002:
In addition to the collection of information regarding American Humanics certification status, the current year's HSAM program assessment includes information from students via course evaluation information and a survey of post-graduation plans from the HSAM class of 2002.

SOCIAL WORK PROGRAM

Mission

The Social Work Program at Lindenwood University utilizes a liberal arts perspective to promote the understanding of the person-in-environment paradigm of professional social work practice. Students gain direct knowledge of social, psychological and biological determinants of human behavior and of diverse cultures, social conditions and social problems. The mission is to prepare undergraduate students for ethical and effective entry-level generalist social work practice with individuals, families, groups, organizations and communities in addition to promoting societal responsibility and social justice. Upon completion of the program, students will be prepared for graduate study in Social Work.

Goal

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

Objective 1
Students will be knowledgeable of the history of social work and the profession's values, ethics and theories.

Implementation and Measurement

- Students will comprehend the development of the social work profession including the historical development and economic trends impacting practice through classroom lecture, readings, research papers and examinations including multiple-choice, short-answer and essay questions.

- Students will reference the NASW Code of Ethics for ethical decision making and clarity for ethical professional behavior as demonstrated by classroom discussion and case scenario role plays, video presentations and recordings, term papers and research projects.

- Students will utilize the theories of social work in written case assessments, bio-psycho-social analyses,

social histories and policy analysis as prepared for class requirements.

Objective 2
Students will be sensitive to issues regarding diversity, social and economic justice, social advocacy, social change and populations at-risk.

Implementation and Measurement

- Students will analyze social policy and evaluate current trends affecting social welfare policy and social programs through in-class small group discussions, debates, writing letters to Congress, case scenarios and research papers.

- Students will evaluate the impact of social policies on client systems, workers and agencies as demonstrated through critical thinking via in-class discussions, small group exercises and research papers, and practicum experience.

- Students will demonstrate a knowledge of and a sensitivity to diverse cultures and populations-at-risk as evidenced by cultural elements of case scenarios and case assessments in small group discussion and role plays, in written case reports and from field practicum experiences.

Objective 3
Students will effectively apply knowledge and skills related to human behavior in the social environment, social work practice, social work ethics, policy, practice evaluation and research, and professional and personal development in practice with diverse populations.

Implementation & Measurement

- Students will assess their personal fit in the social work profession through occupational testing and personality inventories, personal logs and journals and in-class discussions.

- Students will classify the bio-psycho-social variables that affect not only individuals, but also between individuals and social systems through class lecture, readings, small group discussions and written case assessments.

- Students will demonstrate the movement from friendship skills to clinical interviewing skills through in-class role-plays, pre and post videotapes, case response pre/post tests, field practicum experience and post-graduation social work employment.

Lindenwood University Social Work Program
2001—2002 Assessment

Review of Previous Assessment Procedures
Previous years' assessments (1999, 2000) were limited to a review of student portfolios and data regarding post-graduation plans. Both will 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 were reviewed by the Social Work Program Manager and rated as Excellent, Good, Average or Poor. This review was completed just prior to the student's graduation.

Data was also collected about post-graduation plans to determine the number of graduates that were to be employed in social work and/or the number of students that planned to enter graduate school immediately following graduation.

This data was important to collect and assess, however, there were many drawbacks to utilizing this procedure as the sole source of assessment. The most overriding concern was 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, would provide 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.

Assessment Procedures for 2001—2002

Two tests were implemented this year 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).

Pre/Post Scores Analysis by Content Area
Total Percent Correct for Each Area Assessed by the Tests

Content Area	Pre-test Scores	Post-test Scores	Differential
The History and Profession of Social Work	78%	86%	+8%
Social Welfare Programs and Policy	75%	100%	+25%
Social Work Practice	68%	78%	+10%
GRAND MEAN	74%	88%	+14%

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 lower overall scores in Social Work Practice identify some areas for course change to focus on content deficiencies.

Pre/Post Scores Analysis per Process/Intelligence
Percent Correct for Verbal-Linguistic Intelligence

Competency	Pre-test Scores	Post-test Scores	Differential
Knowledge	89%	97%	+8%
Application	75%	90%	+15%
Comprehension	83%	97%	+14%
Synthesis	56%	66%	+10%
Analysis	89%	90%	+1%
GRAND MEAN	79%	88%	+9%

Data Analysis: Students consistently improved in processing the Social Work curriculum. Synthesis appears to be a skill level that may require more attention in course content. Students generally struggle with the ability to use the information presented and the ability to generate a deeper level of understanding and creative responses required for competent social work practice.

Pre/Post Scores Analysis per Process/Intelligence

Percent Correct for Interpersonal Intelligence

Competency	Pre-test Scores	Post-test Scores	Differential
Application	47%	61%	+14%

Data Analysis: The Case Response Scenario Test appeared to challenge students to directly apply the knowledge, skills and abilities required for competent social work practice. As beginners, it is expected that the test results may reflect lower scores, but results still reflect improvement in social work practice skills as a result of curriculum completion.

Portfolio Assessment

The Social Work Class graduated thirteen (13) students in 2000, fifteen (15) students in 2001 and nine (9) students in 2002. 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
Excellent	46%	40%	33%
Good	31%	27%	45%
Average	23%	27%	11%
Poor	0%	6%	11%

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
Social Work Employment	85%	74%	67%
Graduate School	0%	13%	22%
Other	15%	13%	11%

Data Analysis: It appears that more students are expressing an interest in graduate programs in Social Work upon graduation. If this outcome continues in subsequent years, it is expected that course content will need to change to prepare students for more in-depth specialist study and research. At this time, primary focus of the curriculum will be on entry-level social work employment.

2001—2002 Conclusions and Action Plans

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

1. This is the pilot year for the quantifiable pre/post test measurements. The initial data appears to be useful for assessing the Social Work Program. However, continued use and multi-year data collection are necessary to fully evaluate these instruments.

2. The data collected substantiates 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. The students did not appear to do well in the areas of synthesis and interpersonal social work practice case response measures.

4. *Action for learning enhancement:*   These results may reflect the "beginner" status of social work practitioners. Without extensive experience in social work practice, synthesis skills may not be as meaningful or as easy to retrieve for students. Further data in subsequent years will confirm or revoke the need for course content changes, and actions will be made accordingly.

5. *Action for learning enhancement:* **A** further level of evaluation may need to be included in this assessment—one that allows social work employers to assess our graduates' readiness for entry-level generalist social work practice. A survey of employers will be included in the 2002—2003 Social Work Program Assessment to determine if synthesis and practice skills are within the expectations of entry-level social work supervisors. Based on those results and comparison data, the program will be revised accordingly.

6. Graduates tend to seek social work employment after graduation, so the program will maintain its focus on entry-level generalist social work practice and secondarily on graduation school preparation until future results reflect otherwise.

ENGLISH

I. Departmental Mission Statement: The English program at Lindenwood University is committed to empowering students to become:

- Individuals who have the intellectual resources to test the validity of ideas
- Writers who can adapt their knowledge to a wide variety of tasks
- Skilled and effective communicators
- Researchers adept at using traditional and non-traditional research tools
- Literate individuals who understand and appreciate both their own culture and the cultures of others
- Creative thinkers who develop their own artistic and creative abilities while appreciating the creative expression of others.

II. Goals and Objectives

- Students will be proficient in basic grammatical skills.
- Students will read classic works from a wide variety of periods.
- Students will complete at least two courses that cover research methods and techniques.
- All students will demonstrate proficiency in basic essay writing.
- Students will be expected to communicate orally as well as in writing.
- Students will be familiar with the correct MLA format.
- Students will be evaluated on concepts as well as knowledge.
- Students will apply their skills in other courses.

III. Assessment:

A. English 150. Can be found under General Education Program, English Composition

B. Assessment of English 170 (Composition II) 2001-2002. Can be found under General Education Program; English Composition

C. Assessment for English 201 (World Literature I) 2001-2002. Can be found under General Education Program; Humanities; Literature Courses

D. Assessment for English 202 (World Literature II). Can be found under General education Program; Humanities; Literature Courses

E. Senior Portfolio Assessment

Overview: Five students completed their English degrees this year, three in literature, and two in English education.

Ratings:	Rank	Number of Students of this Rank
	6	1
	5	1
	4	2
	3	1
	2	0
	1	0

Findings: The student whose portfolio was rated at 6 demonstrates consistently clean and dependable prose. Although this student makes some proofreading errors and at times summarizes, the attention to detail and research is good. The student whose portfolio was rated at five demonstrates good insights and a strong voice, as well as a

thorough knowledge of research and MLA format. Although this student shows the most development over the past two years in particular, this student does overuse simple sentences and has some difficulties with mechanics. Of the two students whose portfolios were rated at 4, one has good development and clean prose, but seems to be lacking in insight and polish. The other student, though correct, uses rather pedestrian prose and weak transitions, leading to prose that has unclear logic at times. The student whose work was rated a 3 has good potential, but is careless and makes consistent mistakes with theses, transitions, and mechanics. The voice of this student is mature, and the insights are good, but the lack of polish and the frequent mistakes interfere with the ideas.

Action Plan: Overall, there is a definite improvement in the students' ability to research and to synthesize ideas. We believe this improvement is the result of further emphasis on grammar and mechanics. Students are also more familiar with literary movements and techniques, probably as a result of our new, more traditional, curriculum. We will continue to emphasize writing across the curriculum, and each student will be expected to write at least one research essay in each 300-level course. As a result of our renewed commitment to the portfolio system, each student's portfolio contained at least ten essays; this increased content allowed us to understand more thoroughly the development and the needs of our students.

MODERN LANGUAGE PROGRAM

Mission Statement

The following statement outlines the Mission of the Foreign Language Department of Lindenwood University:

One of the distinguishing features of a liberal arts education is the study of a culture through its language. Such study offers insights into unfamiliar worlds that cannot be realized in any other way. Current economic and political changes in the world have made the teaching and learning of foreign languages even more necessary than before. According to the philosophy statement of the *Standards for Foreign Language Learning: Preparing for the 21st Century*, "language and communication are at the heart of the human experience," and we "must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad."

Teaching foreign language as social practice can play a vital role in the internationalization of general education (C. Kramsch, "Foreign Languages for a Global Age," *ADFL Bulletin* 25:1 [Fall 1993]: 5-12). It offers students an ideal opportunity to broaden their intellectual horizons, improve their communicative skills, and gain a genuine understanding of another culture. In addition, competence in languages other than English can provide a decided advantage for any post-graduate education or career objective. Employment opportunities have become increasingly international in their orientation. Our students may greatly enhance their prospects by pursuing foreign language studies, either as an independent major or in combination with other disciplines.

For these reasons, our broader mission is to provide our students with the intercultural competence necessary for this global society. In so doing, we can instill in our students informed and critical perspectives regarding other cultures as well as our own.

Program Goals and Objectives:

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

     The aims of our program are:
        - in the first two years of study, the acquisition of functional language skills and the
         development of students' understanding of the foreign culture and civilization through

training in listening comprehension, speaking, reading, and writing in the target
language;
- beyond the intermediate level, the refinement of language skills to achieve an
advanced language proficiency and cultural awareness through significant exposure to
- the literature and culture of the country or countries studied; - the opportunity to experience literary
masterpieces in their original languages;
- enhanced knowledge of the traditions, achievements, and lifestyles of the
international community and an appreciation of the differences and similarities among
peoples;
- encouragement of travel and study in foreign countries;
- enhancement of students' professional qualifications by fostering double majors, such
as language/education or language/business;
- a foundation for graduate study in foreign languages and literatures;
- preparation of those who wish to become foreign-language teachers to meet the
professional standards represented by the PRAXIS examinations.

Assessment: 2001-2002

We have encountered the following problems with our initial intention to use the University of Wisconsin tests
(which had been in place up to now for "testing out" of the 200-level language courses) as an assessment tool in
Spanish and French: 1) These tests are protected by copyright. An adequate supply of test booklets would be very
expensive ($6.95 each), especially if we were to require their simultaneous use by all sections of FLS101 and 102, in
addition to French and German. 2) More important, however, is the fact that these tests are not appropriate for
assessment of achievement. Until this fall, when Professor Heyder placed an order for a set of test booklets, the tape
and tapescript, and the Technical Manual for their use—all of which were not included in the department's
"inventory" when Professors Zyck and Heyder arrived last year—, the department had no information on these tests
other than the coverless photocopies that were already in use. The *Technical Manual for Foreign Language Tests*
(Allan S. Cohen, The University of Wisconsin Center for Placement Testing), makes the following introductory
statement:

"The UW Foreign Language Placement Tests are designed to provide information about students' readiness to study
in college-level courses in French, German, and Spanish. . . . Placement testing begins the instructional process. The
tests themselves are not intended to be used as tests of end-of-course achievement. Rather, they are designed for a
specific purpose: to place students in one of a number of possible courses in an instructional sequence. As such,
the tests are narrowly focused on the knowledge and skills required to begin study in these courses and not on the
full range of material that is learned in the course." (P. 1)

There were no copies of Wisconsin materials in the files left for Professor Durbin. The only standardized tests in the
French Program's files were a set of booklets, mostly already used, published by the Modern Language Association,
with a copyright date of 1963.

French

For the reasons outlined above, Professor Durbin has decided to forego the use of a standardized exam prepared by
another party, especially since these exams rarely match up with the specific material taught in a given course.
Instead, she has decided to select a sampling of items from the final exam for FLF 102 (Elementary French II), to be
administered at the beginning of FLF 101 (Elementary French I). The answers to these items will then be compared
to the answers to the same questions as they appear on the FLF 102 final exam. She will use the same system for the
second-year sequence, FLF 201 and FLF 202. Of course, the student composition of these courses varies from
semester to semester, but she assumes that she will only be able to compare results for those students taking both
versions of the exam.

In anticipation of future assessment of French majors, Professor Durbin has begun keeping a portfolio of the written
work of her third- and fourth-year students. Further guidelines for assessment at this level are still to be developed.

German

Assessment in German has suffered the same setbacks as in the other languages. As a result, no results are available at this time. Currently, Professor Bell is working on an assessment document similar to those outlined for both elementary and intermediate sections. The test will consist of a sampling of final exam questions, which measure competency in an inflected language like German: verb forms and tenses, understanding of grammatical gender and case, mood and vocabulary. This instrument will be administered at the beginning of the fall semester in both elementary and intermediate German and compared with the same questions from the final exam.

Spanish

In Spanish, we have now begun to establish a group of test questions of specific grammar points that are key indicators of level of knowledge (i.e. verb tenses—forms, correct choice of tenses and moods, etc.), which we could give to all sections of FLS 101 at the beginning of the semester and then again at the end of FLS 102, as part of the comprehensive final exam for the individual section. These groups of questions would form the basis of comparison for the assessment of all sections.

Elementary Spanish

This year, the four instructors of Spanish 102 utilized some sections of the final exam as the tool for assessment. The students were to have mastered grammatical concepts (the use of subjunctive, indicative, or infinitive form of the verb in context; conjugations in several tenses and moods via a verb chart), a section on reading comprehension, and a section on vocabulary. At the end of Spanish 102, 84 students took the final exam, including the sections described above. The scores are as follows:

Scored 60% or higher	26%
Scored lower than 60%	74%

The one problem that occurred in the preparation of these statistics was that one of the instructors inadvertently omitted a few items from one of the grammatical sections; however, it did not render the section useless for analysis due to the number of useable items. The above statistics demonstrate the need of the instructors to continue to seek ways of improving students' mastery of the material.

Intermediate Spanish

The two instructors of Spanish 201 and 202 utilized the Wisconsin Placement Exam as the assessment tool, as was the practice the previous year. The exam was divided into two sections, assessing grammar and reading comprehension, respectively. At the end of Spanish 202, 9 students took the exam the second time. The scores are as follows:

Grammar:

	First semester	*Second semester*
Scored 60% or higher	11%	33%
Scored lower than 60%	89%	67%

These scores, though reflecting improvement, show a lower rate of improvement when compared to the results of the previous year; thus, the goal of 70% of students scoring 60% or higher on the grammatical section at the end of the second semester was not achieved. The goal is to reach 70%, which will be done via a new textbook, which will allow more time to cover material as there are fewer chapters to cover.

Reading Comprehension:

	First semester	*Second semester*

Scored 60% or higher	*0%*	*33%*
Scored lower than 60%	*100%*	*67%*

These scores reflect improvement, which was absent the previous year. However, the goal of 60% of students scoring 60% or higher on the reading comprehension section at the end of the second semester was not achieved. Thus, the goal of 60% will remain for the next year.

NB: Due to the fact that the Wisconsin test is inappropriate for use in assessment, as explained above, the assessment tool for Spanish 201-202 will be changed for the 2002-2003 academic year.

Oral Proficiency

Oral proficiency was demonstrated through various types of presentations in class, depending on the level involved. Although the ACTFL guidelines cannot be legally employed by people not certified as ACTFL examiners, we have discussed these procedures in our foreign-language faculty meetings, as a point of orientation for developing our own standards in the coming year.

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 have shied away from upper-division studies in this field as soon as they recognized the time-consuming nature of the undertaking. In view of this apparent disinclination to invest the necessary time and effort in the field, it does not seem advisable to impose additional requirements over and above those of the individual upper-division courses themselves at this time. Nevertheless, Professor Heyder is trying to systematize the guidelines for oral presentations and research papers in Spanish and has developed evaluation sheets for oral performance, so that students can have a clear understanding of what is expected and can be shown how their performance was graded. These are certainly assessment tools for the individual tasks within the courses and can serve as evidence of overall achievement, as, for example, part of a portfolio.

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 may be certain points in the development of the major or minor at which a specific assessment is especially pertinent. Within the context of our newly reorganized program, the best place seems to be the end of the first Advanced Conversation and Composition course (FLF 311 and FLS 311). These courses are, respectively, the pre-requisite for all upper-division literature courses, which require reading comprehension as a starting point from which to advance toward other goals, including text-analysis and interpretation. Professors Durbin and Zyck, as the instructors responsible for these courses, will work to develop assessment tools for this level.

The PRAXIS Exam

This year we have one student who is preparing to take the PRAXIS exam in Spanish this summer, before he begins his practice teaching in the fall.

Improvement Efforts for 2002-2003

Most of the specific efforts for the coming year have already been indicated above. Even without quantitative data, the necessity for more intensive training at the advanced level of language learning is clear. For this reason, we have already revised the French and Spanish programs to require two semesters of Advanced Language work (311 and 312 or 314), instead of the one semester (311) previously required.

Very evident, too, though not measurable, is a deficit in student acceptance of the necessity of regular practice in order to meet course requirements at the elementary and intermediate levels; encouraging students to take their homework seriously and to strive for linguistic accuracy presents a daily challenge, requiring ongoing pedagogical ingenuity.

The instructors for *all* elementary and intermediate language courses are now requiring laboratory work as an essential component of the semester grade. Efforts to encourage and help to arrange individual tutoring have also been intensified, especially in connection with the language lab as a center. We are also improving the computer section of the lab, equipping the computers with internet access and foreign-language software for use at the more advanced levels, as well as for review at the earlier stages.

HISTORY

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 three 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. Comprehensive Examination

All graduating History majors to sit for a comprehensive examination that focuses on the major concepts listed in the Program Goals and Objectives, such as multiple causation, varying interpretations of historical events, and historical literacy. The comprehensive examination will enable the faculty to assess the success the program has had in conveying these priorities to students.

3. The Praxis Examination

2001-2002 Assessment Results

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

<div align="center">History 100 Assessment</div>

May be found under General Education Program; Civilization; World history

<div align="center">History 400 Assessment</div>

2001-2002 was the seventh year of use of the comprehensive examination. Five graduating seniors completed the exam in the Fall semester and five in the Spring. The examination continues to be divided into six areas:
   Modern US
   Early US
   West and the World
   Modern Europe
   Medieval/ Early Modern Europe
   (Medieval/ Early Modern Europe) *ancient world*
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.

<div align="center">Comprehensive Examination – 2001-2002</div>

For the spring semester, 2000, we devised the following revision of our previous rubric in order to more meaningfully weight the various rubric 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. Questions covered the following areas:

1. ~~Medieval/ Early Modern Europe~~ *ancient world*   4. The West and the World
2. Medieval/ Early Modern Europe   5. Early U.S. History
3. Modern Europe   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:

	Question #						
	1	2	3	4	5	6	
Spring semester, 2000							
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
Fall semester, 2001							
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
Average	78.3	74.6	74.1	71.4	76.9	73.4	75.4

These scores suggest that faculty evaluations and/or student scores are reasonably consistent. Variations in the scores may be a result of the varied students' interests each semester.

Analysis:

Please note that students of either gender are referred to as he/his.

A comparison of Overall GPA's with His 400 results for 2001 – 2002 indicated that the History class GPA's are indicative of student performance in that the those in the 3.5 and higher range do significantly better than those in the 3.5 and lower, but that the gap in the range 1.5 to 3.5 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	His 400 Score Average
4.0-3.5	3	83, 84, 92
3.49-3.00	4	64, 74.3, 76, 79
2.99-2.50	0	0
2.49-2.00	1	74
1.99-1.50	2	70, 68.5

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

Retakes for 2000-2001 were as follows:

	Fall semester	Spring semester
Ancient World	1 (53)	0
Medieval/Early Modern Europe	0	0
Modern Europe	1 (56)	0
The West and the World	0	2 (55 and 58)
Early United States History	0	1 (54)
Modern United States History	0	2 (47 and 57)

Action for 2002-2003 for HIS 400:

- We are discussing the possibility of dropping one of the written examinations in favor of an objective test that would cover our entire curriculum in a way similar to the Praxis exam and/or requiring HIS400 students to take the same pre-post tests that are administered in HIS 100 and HIS 205 and 206..
- The West and the World questions tend to have the lowest average score. These questions require the greatest synthesizing of information from multiple classes and 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.
- We are discussing the Possibility of dropping one or more written exams in favor of more direct student involvement in the creation of assessment tools and the evaluation of assessment results.
- A revision of the entire HIS 400 curriculum is under consideration. The department is discussing the possibility of this class becoming a research capstone class which would encompass historical skill more than knowledge.

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 will therefore provide a national baseline for the performance of our students, and, by implication, for the success of our program in providing an education relevant to their professional needs. (It must be noted, however, that Social Studies Praxis examination deals with psychology, economics, etc, although history and geography make up the majority of questions.)

During the 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 score 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.

Avg History 400 Score	first Praxis Score
100-90	173
89-80	189, 189
79-70	182, 175, (149)
69-70	173

One student took History 400 in the previous year while taking the Praxis within the last Academic year

These averages represent a 10 point improvement from the previous year for the passes on the first attempt, and a 13.8 point improvement for overall first attempts. Some of this may be attributable to the numbers of students

The ETS Institutional Summary report provides profiles listing student performance by quartile in United States and World History and geography. As of June 15, 2002 the Lindenwood Education Division had not received this report.

These results indicate that our program does produce students whose competency is demonstrated by national examinations as well as local instruments. Generally, performance on the Praxis fits with 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) (* fail)		2.30/175		3.00/173	3.73/189
		2.37/148*		3.20/182	3.83/179
				3.42/149*	3.89/189

ACTION for 2002-2003

- We will continue to develop a standardized grading form for papers. The faculty has deferred the question of establishing portfolios for individual students.
- The History department is currently working on an survey for our graduates working in secondary education to get their suggestions for improving our program.
- The West and the world was more of 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 will work both to improve the process of the Comprehensive Examination and to help our students better prepare.
- 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.
  Individual advisors will be asked to track student GPA's overall and in history along with courses taken so that these can be correlated with results from HIS 400.
- New assessment initiatives will be undertaken per the following calendar:
-

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)	Fall and Spring semesters	Faculty	Faculty; student assistants	Two versions of test concurrently	Fall, 2002
	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, 2002 January, 2003
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, 2002
History 200	Pre/Post test (Locally generated, objective) CAT	Fall Fall (min. 1)	Griffin	Faculty	Depends on results	Fall, 2002
History 301	Pre/Post Test (locally generated, objective)	Fall	Kerksiek	Faculty	Depends on results	Fall, 2002 History 302, Spring 2003
Geography 201 (all sections)	Pre/Post Test (locally generated, objective)	Fall and Spring semesters	Griffin, Heidenreich	Faculty	Depends on results	Fall, 2002

PHILOSOPHY AND RELIGION

(Late in May, 2002, the Missouri Coordination Board for Higher Education recognized Lindenwood's philosophy program.)

Mission statement:

Using the critical, rational approach, the goal of Lindenwood University religion and philosophy courses is to provide opportunity to study, understand, and appreciate the intellectual traditions, rational foundations, moral guidelines, and philosophical views developed by the world's major cultures and religions and to provide students with the necessary tools for critical reflection in preparation for further academic study, life-long learning, and participation in society.

Objectives:

1. To develop the student's ability to do rational, critical thinking and analysis in studying various and diverse traditions and viewpoints.
2. To develop an appreciation of the diversity of worldviews, moral systems, philosophical views, and religious beliefs extant in the world.
3. To develop a sense of openness to and acceptance of other cultures and traditions very different from one's own.

4. 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.
5. To expose students to original literature and important historic texts that have influenced the cultures and civilizations of the world.
6. To encourage students to respect, preserve, and perpetuate all that is good in each tradition.
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.

Philosophy

PHILOSOPHY ASSESSMENT SPRING 2002 MORAL LIFE PILOT

Purpose: To determine whether meaningful and useful data (for the purposes of assessment and making changes to improve the course) can be achieved by evaluating student essays using criteria based on Benjamin Bloom's taxonomy in addition to the essay grade. Further, to determine whether or not such an evaluation yields any data significantly different from other forms of evaluation already in place (essay grade, course grade, and test scores).

Method: The moral life course was evaluated by examining student essays using various criteria (see below) in addition to their grade on that essay. (A random selection of students was taken from two different sections of PHL 102: The Moral Life course taught in Spring 2002.) That data will be compared to their scores on the examinations and their course grade to determine whether or not useful data could be generated based on an examination of student essays. In addition to their grades students were evaluated based on criteria suggested by Bloom (see below). A strong correlation between high scores on the evaluation with high grades and low scores with low grades will be taken to indicate that the additional evaluation was less informative than if there were a weak correlation. To determine this correlation the student's grade will be converted into its corresponding numerical value (A = 90, B = 80, C = 70, D = 60, F= 50) and will be compared to the average of the other criteria measured in percentages. The criteria: Clarity, Cogency, Creativity, Understanding are weighted according to the purpose and nature of the course which emphasizes understanding and cogency.
The essays were evaluated using the following criteria:
- *Clarity* (13%)—This mark was based on the student's use of perspicuous language, sentence construction, and general organization. The standard given to students was to write as if they were explaining something to a friend who was not in the class.
- *Cogency* (40%)— Primarily this measurement is based on the student's ability to synthesize and express (and defend) their thesis in an organized and consistent manner. This mark was based in part on the student's ability to organize their material in such a manner that their understanding of the various authors/issues/arguments was evident.
- *Creativity* (7%)—This mark reflected the student's use of original examples, illustrations, etc. to make a point or demonstrate understanding of the assigned material.
- *Understanding* (40%)—This mark was based on the student's demonstrating a basic understanding of the various arguments/issues being discussed.
- *Test Average*—This mark will serve as a control for other criteria.
- *Essay Grade*—This mark will serve as a control for other criteria.
- *Course Grade*—This mark will serve as a control for the other criteria.

(Student evaluations of the PHL 102: The Moral Life course have been consistently high and the average course grades have been in the 78-81 range. These factors were not taken into consideration for the purposes of this evaluation but should be considered as indications of the current success of the course.)

Evaluation: Using the above criteria we determined individual student performance (see attachment) and then made comparisons, to determine deviations, using the following:

	Deviation
• Course/Essay	1.014

- Text/Essay   1.034
- Course/Test   1.006
- Course/CCCU   0.978
- Test/CCCU   0.967
- Essay/CCCU   0.990

The purpose of the above comparisons is to determine whether the numbers generated give useful data. For each of the above comparisons, the closer the deviation is to 1 the less meaningful (unique) is the data obtained. For example, the Course/Essay deviation was 1.014. This means that there was virtually no difference in evaluating the essay as opposed to looking at the overall course grade, suggesting that there will be no significant difference in evaluating one instead of the other. From the deviations listed above it can be concluded that the evaluation of student essays based on Bloom's criteria provided no more useable data than did any other measurement (course grade, test scores, essay grade). Should Bloom's criteria be required, it would be as effective, and much easier, to make that determination from the student's course grade than to add an additional process that will yield essentially the same data at greater expense of time and energy.

Action Plan: The results of the evaluation do not indicate that useful data can be obtained for the examined course using the methodology above. Analysis of student essays beyond their grade was shown to be no more effective in determining measurable knowledge/skills/etc. than using any other measure (course grade, essay grade, test scores). Student satisfaction with the course (and their positive evaluations of it) and their average grades indicate the course as it is currently structured is in some measure successful. No dramatic changes are indicated.

We will attempt to try a pre-test/post-test methodology to determine if more useful data can be obtained by that method. Starting Fall 2002 we will implement a pre-test/post-test methodology in the PHL 102 Moral Life sections.

RELIGION

Basic level courses are offered to expose students to the academic study of religion and the diversity of world cultures, religions, and moral codes. These courses satisfy the requirement for one religion or one philosophy course. Religion 200 can also be taken as a Cross-Cultural course to satisfy part of that requirement.

> Introduction to Religion 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.
>
> World Religions takes a further look at the various major religions of India, China, and the West as well as some of the lesser known but influential religious traditions, their historical development and spread, their basic tenets of belief and practice, and their moral codes and world-views.

Assessment for these courses can be found under General Education Assessment; Humanities; Religion

Upper level courses are provided that address the needs of students who want to go further in the academic study of religion and religious issues. These courses are designed to introduce students to specific aspects of the academic study of religion 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. These upper level courses include:

Religion in America
Old Testament
Christian Doctrine
Religion, Science, and Faith
Philosophy or Religion
Psychology of Religion

Assessment:

- 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. At this level almost all of the students involved are in the class by choice and have developed or want to develop these critical skills. Results show that those with passing grades have at least an average ability to think critically and logically.

New Testament REL 211

One of the stated objectives of the New Testament course at Lindenwood (REL 211) is that students should be able to list the twenty-seven books of the New Testament in their traditional ("canonical") order. This simple skill is invaluable in the study of the New Testament. It is of a level of importance comparable to knowing the alphabet if one wants to use the dictionary. One cannot look up passages in the New Testament without it. As one of the questions on the midterm test, each student is asked simply to provide this list. They know in advance, from the first day of the course, that this will be required on the midterm. They are allowed to use their own methods of memorization to acquire the ability to do this, though a freeware computer program is offered which can assist them if they wish.

The question on the test is worth ten points. A perfect or near-perfect list of books gets a ten; a slightly less perfect list gets a nine; and so on. Forty-seven students took the midterm in REL 211 in the spring of 2002. Thirty-seven of them (78.7%) got a score of ten. Five of them (10.6%) got a score of nine. Two (4.3%) got a score of eight. One (2.1%) got a score of four. Two (4.3%) got a score of three.

That is, *89.3% 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 by the time of the midterm test,* as measured by getting a nine or a ten on this question.

There was no pretest. Thus it is uncertain how many students possessed this knowledge already, before taking the course. It is assumed that most students learned the books of the New Testament as part of their studies in REL 211, but a pretest will be administered next fall to validate this assumption, perhaps in addition to other basic New Testament knowledge.

REL 300 – Religion, Science, and Faith

Since there are pre-requisites for upper level classes, it is assumed that students who enroll for these have already developed at least a rudimentary appreciation of the diversity of worldviews, moral systems, and religious beliefs extant in the world. One of the difficulties of the system is that students often enroll in a course without the necessary pre-requisites. Those who do are faced with having to expand their thought horizons, do extensive catch-up work, and face a difficult semester. These students often drop the course in the first few weeks.

Instructor observations indicate that, even then, approximately half of the students still have difficulty with an understanding of the difference between an academic study of religion and a theological study of faith.

In past years, one of the major difficulties has been getting religiously fundamentalist students to be open to science and the dialogue between science and religion. This past year was an exceptional experience for the instructor. Six out of twenty students in the course were what might be called "scientific fundamentalists". They swore blind allegiance to "science" and refused to entertain the possibility that religion could have anything to add to the dialogue or their view of the world. This was a reversal of the usual resistance to a basic understanding of the various human cultures as they have been and as they are now (Goal #2) and an ability to critically analyze and evaluate how those cultures and beliefs would effect their own "culture" and behavior (Objective #3).

It was interesting to note that they followed the criteria usually reserved for religious fundamentalists in that they refused to be open minded, professed blind faith in a certain position, and based that profession on a lack of

knowledge of even the basic tenets of that position.

A reading of the students' papers provided a subjective evaluation of the situation, but further thought will be applied to finding a way of objectively evaluating and measuring this phenomenon.

FINE AND PERFORMING ARTS AND COMMUNICATIONS DIVISION

ARTS PROGRAM

Goals for All Art Majors

Goals for All Art Courses

1. 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

2. To have a command of the necessary communication skills to write and speak effectively   about Art

3. To acquire a knowledge of historical styles in the arts of Western and Non-Western cultures

4. To develop an awareness and understanding of contemporary movements in the visual arts

5. To develop the analytical and critical skills needed to effectively evaluate works of Art

6. To gain an understanding of the nature of the creative process

7. To learn the procedures for the effective use of library and other source materials for conducting research on a topic related to the visual arts

8. To acquire knowledge of the requirements and necessary preparation for vocational opportunities, including teacher certification, in the visual and related arts areas

Goals for all Studio Arts courses

1. To understand the elements and principles of Art from both theoretical and practical points of view

2. To acquire the foundation in drawing as preparation for creative work in other areas of the studio arts

3. To obtain knowledge of the traditional techniques associated with varied media and of the possible application of new technology to the visual arts

4. To develop a particular area of competence within the studio arts

5. To acquire knowledge of appropriate ways of presenting works of Art in portfolio form, in slides and for exhibition

6. To gain practice in the processes of self-evaluation and maturation as a creative artist

Goals for Art History courses

1. To learn the terminology used by artists, critics, and art historians in interpreting works of Art

2. To interpret works of art in terms of media, techniques, and styles

3. To acquire knowledge of the underlying philosophical, social, cultural, and aesthetic concepts which shape form and content in the works of art in a given period

Goals for Art Education

1. To understand from personal experience the concepts, skills, and sensory experiences which should be included in an art curriculum

2. To understand the role of the Arts in historical and contemporary cultures

3. To understand the relationship of Art and students' intellectual, emotional, social, physical, perceptual, creative, and aesthetic development

4. To plan appropriate Art experiences for a given age/grade developmental level

5. To understand how to integrate the visual arts with other Arts, academic subject matter, and extracurricular activities

6. To be able to use community resources in the study of Art

7. To be able to plan Art activities for various teaching situations

8. To effectively demonstrate teaching skills; to be articulate and effective in giving directions and making explanations

9. To demonstrate ability to set up a well-planned and orderly environment for creative artistic education

10. To appropriately evaluate students' art work for school records; to attractively display students' work

Objectives for all students in art education

1. To express oneself creatively in varied visual media

2. To continue to learn about the visual arts; to continually extend his/her competency in visual media

3. To understand from personal experience the concepts, skills, and sensory experiences which should be included in an Art curriculum

4. To understand the relations of idea and craft/skill in Art

5. To understand the relationship of art and students' intellectual, emotional, social, physical, perceptual, creative, and aesthetic development

6. To plan a sequential Art curriculum for K-12, providing appropriate experiences for a given age/grade/developmental level with understanding of how those experiences relate to those preceding and those to follow

7. To be able to plan Art activities for various teaching situations: groups, art centers, individualized programs; to understand the art teacher's role in team teaching

8. To identify and encourage students gifted in Art

9. To be creative in his/her teaching

10. To effectively demonstrate skills; to be articulate and efficient in giving directions and making explanations

11. To prepare a basic supply list for various budgets; to know how to acquire and use free materials

12. To set up an orderly classroom and supply area

13. To display students' work attractively

14. To evaluate students' work for school reports and records

Assessment for Art Education

In addition to the normal assessment provided through the Student Teaching semester, assessment of the students' knowledge of subject matter and application of principles and processes is accomplished by:

1. Observation and assessment of class participation

2. Evaluation of class assignments, presentations, papers, projects, critiques

3. Tests and examinations

Instructors in all classes offered as part of the teaching specialty use the above methods to assess the students' understanding of information, concepts, theories, analytical approaches, and differing interpretive methods important to the teaching of Art. Written, oral, practical skills and competencies are evaluated in every course. Ability to plan school programs is taught in the appropriate education courses. Knowledge of subject matter and application of teaching skills are assessed during the Pre-Student Teaching Practicum and, most extensively during the student teaching semester.

Assessment for Art History

Currently, all students taking Art history courses are required to write several short papers and one long term paper in each class. These term papers will then be added to the students' files within the Art Program to evaluate each student's progress from freshman to senior year. This process will provide the foundation for an evaluation process for all Art History majors.

The Fine Arts student at Lindenwood University goes through four major evaluations:

The first evaluation takes place during the admissions process. The faculty will review candidates by portfolio and interview. The faculty makes a joint decision if the Lindenwood program is suitable and desirable for the prospective student. If we feel we are in a position to assist in the development of the artist and the person, we proceed to advising the student on.

The second evaluation occurs at least twice in every studio art course. These evaluations are in the form of peer and instructor critiques. Intellectual growth and involvement is expected during every studio course and is measured during strenuous critiques.

The third evaluation of the visual arts student occurs yearly when he/she is required to submit to the annual student art exhibition. The exhibition is judged by a professional artist who is not a member of the faculty. The judge is expected to be available for further student critique and exchange of ideas as well as the awarding of prizes for excellence. This is usually the student's first experience with an external judgment about the quality of his/her work. It is frequently their first experience with a professional ambience for their work and exposed him/her to a community audience.

The final evaluation for the Lindenwood art student occurs during his/her culminating thesis exhibition. The B.A. candidate is not required to participate in this activity but most request the opportunity to exhibit the talents which they have developed. The B.F.A. and M.A. candidates are required to submit a written thesis in support of their thesis exhibition, which must support their development as artists. An important part of the exhibition is the critique of the showing with the entire art faculty.

ART DEPARTMENT
ASSESSMENT OF STUDENT PERFORMANCE
SPRING 2002

The assessment is based on a consensus of Art Department faculty using performance records. Success in the program is dependent upon students not only successfully passing major course work, but also on application of knowledge through created artwork. Art History students are assessed via written examinations and research assignments that are delivered with audio/visual presentations and formal written papers.

The percentages listed below are based upon students passing course work with a C or better and participation in departmental activities including but not limited to the annual student art show. A total of 268 grades were issued. 207"A"s; 47"B"s; 16"C"; 7"D"s; 4 "F" s, 6 incomplete grades is the numerical breakdown.

OUT OF 137 ART MAJORS: (Includes Graduate Students)

a.   96.00% of all art majors completed (251 out of 262) major course work for which they were enrolled in S-02 and demonstrated artistic achievement through class work and enthusiastic, high quality participation. in exhibitions.

b.   Of the remaining approximately 4.0 %:

    1.   A major source of "F" grades was failure of students to notify registrar that they wished to drop a class. They became noshows after a few meetings and neglected appropriate withdrawal action. Faculty are precluded from taking this step unilaterally. In all cases the Student Life and Academic Services office was notified early in the semester to institute intervention. In several cases our intervention succeeded in bring a student back to class for successful completion of course work.

    2..   The five "D'" grades were caused by lack of participation, spotty attendance, poor productivity. The faculty were unable to persuade students to make attendance and productivity a priority.

    3.   Six incomplete grades were granted for reasons involving illness, accidents, economic changes or family problems. It is uncertain that these students will successfully complete course work. The problems are often ongoing and beyond school or student resources to resolve.

    4.   The balance of students with ' "F" grades suffered from a combination of poor attendance and poor class performance demonstrated by inadequate research papers, failed examinations, studio assignments not completed, or of unsatisfactory quality. All students were counseled by faculty to take corrective steps to improve attendance and class performance in order to achieve a satisfactory result. Faculty discussed methods of addressing these problem students with each other. Sometimes a faculty member with a particular troubled student will have a colleague approach the student with remedial suggestions if the colleague has stronger ties with the student in question. Sometimes individual tutoring was offered to students with special problems such as language or physical ailments.

ASSESSMENT OF METHODOLOGY TO ACHIEVE ART DEPARTMENT GOALS

The faculty of the art department continue to believe the current practices and methods for achieving goals are working satisfactorily. We fine-tune our methods and have become more alert in spotting problems before they become endemic. We are working on new methods of assessment, which involve administering an entrance exam. We will then administer another exam upon completion of degree courses. We believe the comparison of the two exams will give us new tools for improving delivery of art education.

"Smart Classroom" technology has brought about changes in delivery of information to our Art History students. C-D ROMS with excellent visual presentation enables students to see more and learn more about great works of art. We continue to introduce new information to our students via this new technology. We are much more current in delivering new ideas, technological developments and art world critiques to our students because of Internet access. Our students respond by utilizing the net to further their knowledge and improve their performance.

We are continuing to make proposals to the administration to bring visiting artists to the program to enrich our students experience at Lindenwood. The art faculty is committed to this concept. We utilize our contacts to attempt to bring in well known, enthusiastic artists who will enrich our students understand of the importance of art. We believe this will particularly enhance our ability to deliver on all art course goals 1, 2, 4, 6 and for studio course goals 1,3, 4, 5. Whenever possible, we engage former students, and colleagues from other colleges to make presentations to our classes. In Professor Levi's photography classes we use field trips to important St. Louis studios and give the students an opportunity to engage people in the industry. Visiting artists came and spoke with students, while showing their work. A former student, who has achieved success with her on own photography business, provided ideas and counsel to students hoping for this type of career during a class presentation.

Professor Burke devoted time outside of classroom to assist a student with darkroom difficulties, allowing extra time for assignment completion.

Dr. Tillinger continues to encourage the art students to use the art club as a way to build peer solidarity. The club is enthusiastically embraced by a number of our students. They have become important adjuncts to our teaching methodology by offering seminars for fellow students and prospective students in presentation skills and strategies.

Dr. Jones, head of the Fashion program continues public showing of the program's product. Having a live community response to a year's work is an intense, first hand learning experience for the participating students. This event has grown in size and stature in the community and draws large audiences. Dr. Jones increased visual demonstrations and allowed more hands on experimentation by students.

Professor Hargate has proposed an entrance exam for our art students, to better understand and assess their incoming knowledge and then have an exit exam covering essentially the same material. This will enable us to track our student's learning during their tenure at LU. We believe this information will enable us to hone our teaching to sharpen student achievement. The entire art faculty will assist in devising questions that address their area of expertise.

Students in art history courses were given opportunity to participate in make up exams for extra credit based on the theory that learning of the subject could be facilitated without compromising the integrity of the course.

Photography students with advanced capabilities were encouraged to work on independent projects, which expanded image-making boundaries.

Faculty	A	B	C	D	F	Inc.
Totals	188	47	16	7	4	6

MUSIC

THE MISSION OF THE MUSIC DEPARTMENT AT LINDENWOOD UNIVERSITY

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

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

These courses fulfill several of the specifics 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. These course offerings show that the Linden **2.** Lindenwood University Music Department functions within an integrative liberal arts curriculum placing value on excellence in musical performance thus developing the talent, interests, and in some cases the future of the student musician **3.** 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.** promoting ethical lifestyles by insisting on academic honesty in the classroom and committed participation in musical ensembles with parameters established in specific course syllabi **5.** challenging 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.** opening specific sections of band and chorus to the general public and accepting when possible non traditional students as music majors thereby encouraging the student to pursue lifelong learning **7.** including and adapting courses in the music major so the interested non music major is given the opportunity to explore the history of music in depth thus supporting 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 Science 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 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 11 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 the

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

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

1. ENTRANCE AUDITION/INTERVIEW

Before anyone is accepted as a music major at Lindenwood University the prospective student must demonstrate as 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 music lesson.

Musical Element and Criteria for Evaluation	% of students who attained the corresponding level of evaluation for each musical element.		
	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%	22%	78%
Rhythm (Does the student keep a Steady beat and play or sing rhythms Accurately?)	0%	15%	85%
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%	45%	55%
Teachability (Does the student accept Positive criticism and try to incorporate the Suggested changes during the teaching Session?)	0%	43%	57%

INTERVIEW

During the interview the incoming freshman will be asked to complete several 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 interview.

1. Explain and write out the Circle of Major Fifths.
2. Notate all 12 Major and all 12 Minor Scales and Key Signatures.
3. Explain how to alter the natural minor scale to create both the harmonic and melodic minor versions of the scale.
4. Notate and name all of the triads built on the C Major Scale.

At the end of the interview the student will be advised whether or not they have potential as a music major. If it is the opinion of the faculty member conducting the interview that the student lacks the ability to pursue music as a major, the student has the ability to pursue at least two different options. When the student is passionately insistent on pursuing music as a major, they have the option to successfully complete with a required grade of B or better the

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

2001-2002 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. The success and failures of the student can be closely monitored by the advisor who can give advice and monitor the progress of the student. 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, sometimes the courses must be retaken by the student. 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 Jury as well as the results for the 2001-2002 Sophomore Standing Juries can be observed in the following table:

Requested Materials Technical Exercises	A maximum of 2 pitch errors For each item requested	Steady tempo with even rhythms	Consistently accurate pitch	A maximum of 2 articulation errors/item requested
All Major, Harmonic and Melodic Minor Scales	66% (P)assed 33% (F)ailed	66% P 33%F	66% P 33%F	66%P 33%F
All Major, Augmented, Minor and Diminished Arpeggios	77%P 22%F	77%P 22%F	77%P 22%F	77%P 22%F
All Major Major, Major Minor, Minor Minor, Half Diminished and Fully Diminished Seventh Chord Apeggios	77%P 22%F	77%P 22%F	77%P 22%F	77%P 22%F

Required Materials A Major Work with Piano Accompaniment	A Maximum of 5 pitch errors/movement	Steady tempo, even rhythms	Accurate pitch with piano and dynamics	Accurate Style Performance	Accurate Ensemble
			This item was specific		
For each student	66%P 33%F	66%P 33%F	66%P 33%F	66%P 33%F	66% P 33%F

Those who failed this portion of the Jury were asked to leave the program and have already made arrangements to major in other areas. One student was placed on departmental probation for one semester. During that time the student will be given the opportunity to correct all deficiencies revealed in the jury. At the end of that semester the student will retake the Sophomore Standing Jury. If the student fails, they will be required to leave the program.

4. JUNIOR AND SENIOR DEGREE RECITALS

MUSIC EDUCATION MAJORS are required to perform one recital either during their Junior or Senior year. The criteria for this recital will be as follows:

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

MUSIC PERFORMANCE MAJORS will perform both a Junior and Senior Recital.
The criteria for the *Junior Music Performance Degree Recital* will be as follows:

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

100% of all students performing Junior Music Performance Degree Recitals 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 due to 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 Perecital 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 is the date of the recital. The purpose of the jury is to determine if the student is well enough prepared to perform 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 which the committee determined were insufficiently prepared. If the student has corrected the performance problems, then the recital will be allowed to 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 Spring Semester, 2002 passed with unqualified results.

6. MUSIC HISTORY ENTRANCE AND EXIT EXAMINATION

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

100% of the students who took the Post Test Music History Exam at the conclusion of Spring Semester, 2002 earned an A with scores ranging from 92-99%. These same students scored 20% and lower on the Pre Test.

THEATRE

Departmental Mission Statement:

The Lindenwood University Theatre Program provides a pre-professional training program for aspiring theatre artists within the context of a liberal arts education. The Faculty of the program strongly believes that students must excel both academically and in performance work.

Departmental Goals and Objectives:

The Theatre program's goals and objectives are drawn from Lindenwood's mission statement and general education requirements. The program seeks to do the following:

1. Offer a thorough undergraduate and graduate education in Theatre. The program prepares students for graduate or post-graduate school, professional theatre training programs, and the teaching of Theatre at the secondary education level. Many students have sought careers immediately after receiving their B.A. degree. Courses in Design and Technical Theatre, Acting, Directing, History, Theatrical Literature, and Script Analysis provide the basic coursework in Theatre. Theatre students are required to complete the standard core requirements and to select an emphasis in Acting/Directing, or Design/Technical Theatre

2. Provide all Lindenwood University students, faculty, and staff with educational and theatrical experiences that enhance understanding and appreciation of works of theatrical literature from the past and present.

3. Serve as a vital force in the cultural and intellectual life of Lindenwood University, the community, and throughout the state.

4. The goal of the Program is to provide students with a rich, diverse exposure to theatre in all its forms: historical, literary, and practical (both in terms of performance and design/technical theatre)

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

6. Another goal is to train the student towards specificity both in written work and production work. This is measurable by written assignments required in every course and the testing of the students to develop practical solutions during production with a spirit of ensemble and teamwork. Both assessments are visible and concrete and are overseen by the both the Faculty and other students.

7. Graduating seniors must enroll and pass Senior Project under the supervision of the appropriate Faculty member.

ASSESSMENT
The Theatre and Performing Arts faculty assesses the undergraduate and graduate majors in both coursework and production work. Successful progress is measured as having a grade of C or better in major coursework, as well as making significant contributions to departmental productions.

Fall semester, 2001

During the Fall semester of 2001, 53% of all Theatre majors successfully completed curriculum requirements for which they were enrolled and demonstrated practical application through performance and/or technical support for departmental and/or internship productions.

26 % of the students passed coursework, but did not participate in production. (The faculty will meet with these individuals to stress the importance of the lab component of the major)

9% of the students failed to maintain satisfactory academic progress but did contribute to production work. (These students will be placed on departmental probation. They will not be allowed to participate until they have made a

concerted effort to improve their academic performance. These students will be eligible for participation after the four-week grade report in the Spring 2002 semester).

4% of the students both failed coursework and did not participate in departmental productions. (These students will be on probation for the Spring 2002 semester).

6% of the students are teachers who were using material learned in departmental classes to support and supplement classroom material.

12% of the students engaged in professional work during the term.

ASSESSMENT MEASURES

The Theatre program used a variety of assessment procedures to evaluate student progress. One form was a pre and post test for some subjects. Examples follow

SCRIPT ANALYSIS:

1. On the pre-test students missed 58% of the questions. These questions were based on theoretical aspects of the course.

2. On the post-test, students missed only 1% of the questions.

3. Students were further assessed through five major projects. These projects were cumulative in nature. Students were evaluated in terms of clarity of thought, writing ability, and critical thinking skills.

4. The post-test reveals that students successfully mastered the material of the course.

THEATRE HISTORY

1. On the pretest, the students averaged 17 out of 42 questions correct (40%)
   On the posttest, the students averaged 36 out of 42 questions correct (86%)

2. Assessment was also based on:

   > Quizzes
   > Unit exams
   > 2 term papers.

ACTING I

At the end of the term, students were asked to submit anonymous remarks regarding what, if anything, they learned throughout the semester.

55% of the students stated they had more confidence at the end of the course than at the beginning.

50% reported an increased understanding of the art and technique of the acting process, particularly in terms of making concrete decisions.

11% reported that they were more at ease physically than they were at the beginning of the term.

10% stated they improved in vocalization.

Various comments:

"This class helped me with my oral comm. class and even helped me in my Comp I class."

"I learned to be more confident with myself and others."

"I learned many technical elements to improve the minute details of my acting."

"From this class, I learned how to sit back and really enjoy the art form that is acting."

[All responses are on file]

AUDITION STUDIO

Two-thirds of all class periods were spent in the students critiquing one another. Peer evaluation was based on the Twelve Guideposts as outlined by the text.

Evaluations were made on cold readings and monologues.

These evaluations were useful in two areas:

a.   Those who auditioned were given immediate feedback from their peers.

b.   Those evaluating tended not to repeat the same errors as those they critiqued.

STAGE VOICE AND MOVEMENT:

As with the audition studio, students critiqued one another's vocal and physical habits in the attempt to help one another improve in vocal and physical technique.

Students evaluated one another in terms of Preparation, Clarity, Technique, Commitment, and Concentration/Focus.

EVALUATION OF ASSESSMENT:

1.   We need to find a system by which to assess subjective material such as ability and talent.

One major outcome of this evaluation is the realization that quality classroom work is based on student attendance. We welcome suggestions as to how to make students care about their education and to take their work seriously.

Spring semester, 2002

During the Spring of 2002, 70% of all undergraduate Theatre majors and 73% of all graduate majors successfully completed curriculum requirements for which they were enrolled and demonstrated practical application through performance and/or technical support for departmental and/or internship and/or professional productions.

5% of the undergraduate students and 9% of the graduate students passed the coursework, but did not participate in production. The majority of the undergraduate students who did not participate in production were on departmental probation due to a lack of successful academic performance in the previous semester in their theatre courses. The graduate students who did not participate have a wide variety of reasons for non-participation ranging from completion of a thesis to demands of off-campus work to high school budget constraints.

10% of the undergraduate students failed to maintain satisfactory academic progress but did contribute to production work. These students will be placed on departmental probation. They will not be allowed to participate until they have made a concerted effort to improve their academic performance. These students may be eligible for

participation after the four-week grade report in the Fall 2002-03 semester. None of the graduate students failed to make satisfactory academic progress.

5% of the undergraduate students both failed coursework and did not participate in departmental productions. These students will become part of the department mentoring program and followed closely throughout the course of the Fall 2002-03 semester. In most cases, their failure to perform academically is due to lack of class attendance or failure to complete assignments on time. Faculty members working with these students will attempt to make the students understand that discipline and a broad-based education are, perhaps, more important than great talent in the development of a successful actor, director or theatre technician.

Directing

Students in this class spend approximately 2/3 of their class time applying the principles of directing in scene work. Whenever possible, the actors assigned to these students directors come from the Acting Studio (TA 201) class which meets concurrently. In the event that there is an insufficient number of actors, student directors are expected to find "outside" actors (either from the University their personal acquaintance) to work in their projects. The students are expected to direct short 3-5 page scenes from different theatrical genres, i.e. realistic, historic and non-realistic. Rehearsals for the scenes are held during class time and rotate in the performance/classroom space so that they can be observed in-process by the instructor. Student directors are also expected to submit a complete scene analysis, complete with blocking, verbs, given circumstances and other analytical notations. This prompt book (as it is called in the vernacular) is reviewed and graded by the instructor.

Coaching is provided by the instructor (as well as the instructor of the actors) during the rehearsal process. In addition, questions are asked regarding choices the director has made for his actors, setting, etc..

The scenes are presented during the class. Each student actor completes an evaluation form for their director at the culmination of each project. The director is rated on organization, preparedness, communication skills, and knowledge of the material. There is feedback provided by all of the other student directors under the supervision of the instructor.

A student must receive a grade of "B" or better in the directing class to be allowed to move on to Advanced Directing (where a one-act is presented for the public). Of the 16 students completing the course, two received a grade of "C" and are, therefore, ineligible to move on to the advanced course. However, they will be allowed the opportunity to do a qualifying project under the supervision of a faculty member. This project will consist of a long scene to be presented to the theatre students and faculty. The work will be evaluated by the actors, faculty and audience. If all agree that the project was successful, the student will be allowed to take the Advanced Directing course.

The fact that there are three opportunities to direct allows each student to correct his/her mistakes, continue to develop strengths and experience first-hand the complexities of directing for the theatre. We believe that the theoretical and practical are perfectly blended in this class to provide the students with the skills and knowledge he/she needs for this introductory course in directing. Students must be able to do the following: read the material in the directing text; be able to understand and apply the concepts within the context of the course and the scene work; process critical analyses from student actors, their peers and the instructor; and, subsequently incorporate the critical and experiential information received to the next project.

Acting I

This class, as in all courses in the general category of acting, involves exercises geared toward the development of various intelligences fundamental to mastery of the art. Utilizing Gardner's Seven Types of Intelligences, activities are selected to broaden students' abilities:

Linguistic	Nonsense Scenes, Alphabet Scenes, Name Six, Freeze
Logical-Mathematical	Get Them To ....
Bodily-kinesthetic	Bunny, Physical and Vocal Warm-ups, Relaxation

Spatial	Object Transformation, Machine
Musical	Tempo-Rhythm
Interpersonal	Changing Mirror, Party Game, Artist/Model/Clay
Intrapersonal	The Magic "If".

All students are required to participate in these activities. Their degree of involvement is based, in very large part, on their level of self-consciousness rather than their level of interest. Even though the students enrolled for an acting class, regardless of whether or not they are a major or taking the course for avocational interest, there are still inhibitors (mostly social and psychological) which prevent full participation—especially in the beginning of the semester.

It is critical to develop a sense of trust and communion among all the participants (students and instructor alike) for meaningful learning to take place in the classroom. While the text is necessary to provide rudimentary factual information, the bulk of the learning takes place during the exercises and activities which make up 75% of the class time. It is difficult to quantify the development of self-confidence and trust which enable one to perform. Perhaps one measure of whether or not this objective was met is attendance. In the Spring 01-02 semester class of Acting I, comprised completely non-majors, the 34 students had a collective attendance record of 89%.

Acting does involve a variety of skills which are, to some degree, quantifiable. The ability to memorize lines of dialogue is, of course, important. Development of memorization skills begins on the first day of class. On this day, students form a circle. Each is asked to state their first name and add a one- or two-word descriptor which begins with the first letter of their first name, i.e. Fearless Frank. Student #1 in the circle, states his/her name with the descriptor. Student # 2 repeats the information offered by Student #1 then adds his or her name and descriptor and so forth around the circle—ending with the instructor repeating all names and descriptors. During this exercise, 22 of the 34 students indicated they would have difficult remembering all the information. In fact, 15 of the 34 did need some coaching (they were helped by the instructor and/or their peers). Self-consciousness and fear of failure more than anything inhibits the students from successfully performing this task. Throughout the course of the semester, students perform other activities of increasing difficulty requiring memorization. In the second activity (approximately 10 weeks into the semester), students are required to memorize a monologue of 10 lines or more and present it to the class. This time, only 9 students required coaching and needed assistance because they forgot their lines. The final activity, presentation of a scene, required students to memorize 3-4 pages of dialogue with their scene partners. During this activity (presented on the day of the final), only 5 students needed coaching.

While there are many other skills required to master the art of acting, so many are subjective. And criticism can impede trust and the creative spirit. A supportive and encouraging atmosphere in the classroom allows the students the opportunity to begin to participate much more fully and freely. Each one developed (physically, vocally and "biographically") a character derived from a photo or painting. Each developed a character for his/her scene. Each developed personas outside themselves for a variety of theatre games and activities. Was this learning measurable? I can only offer the attendance record and a variety of comments made by the students at the end of the class:

> " I did it!"
> "Acting is lots harder than I thought."
> "This is really going to help me with my class presentations."
> "I was pretty good, wasn't I Ms. Parker?"

Action for 2002-2003:

Student evaluations have led to a change of instructors for History of the Theater (TA 371, 372)

Instructors will be requested to turn in assessment reports to the Dean of the Division when grades are due at the end of each semester.

Rubrics will be developed to quantify assessment presented in narrative.

DANCE

DANCE PROGRAM VISION STATEMENT

Dance, a key component of the Lindenwood Arts Program, encompasses a range of course and performance opportunities which enable students to contribute to our society as dance performers, choreographers, educators, and knowledgeable audiences who appreciate the unique ability of the arts to promote understanding. The Dance Program takes into account student activities, educational trends such as interdisciplinary studies and multiculturalism, and the aims of the Performing Arts Division.

The Dance major focuses on three major areas: creative, technical, and historical/theoretical. As a B. A. program, the Dance Program serves students by recognizing that there are many potential careers available to them with a dance major. Examples include: professional performer or choreographer, educator, arts manager, and health and fitness trainers. Our program also serves as preparation for dance study at the graduate level, for those interested in a career in higher education.

GOALS AND OBJECTIVES:

Skills resulting from participation in dance theoretical/historical, choreographic, and technique classes:

1. In performances and in technique classes, students develop the technical skills (see student assessment sheet) necessary to the variety of dance careers delineated above.
2. Choreographic assignments increase creativity, enhancing students' abilities to meet the many career and personal challenges of today's society.
3. Communication and cooperative skills are cultivated through participation in choreography and performance.
4. Intellectual stimulation and the background necessary for the development of critics and scholars are enhanced through the study of dance history and theory and written exams and research and performance analysis papers.

TECHNIQUE: Students' technical development is evaluated based on a compilation of their work in technique classes and their dance concert performances.

Classes: Students are evaluated for their progress in the following categories: alignment, footwork, awareness of center, use of weight, phrasing, musicality, qualitative awareness, ability to project choreographic concept, and ability to project stylistic distinctions.

Performances: All dance performances are videoed. The tapes are kept on file and evaluated each semester. The performances feature students in the styles they study in technique classes: modern, jazz, tap, and ballet as well as selected ethnic dance styles.

Faculty will review students' technical skills at the end of their first semester in the program and their senior year to assess development according to the score sheet attached below.

CHOREOGRAPHY:

In addition to two semesters of choreography class, all dance majors choreograph for dance concerts. Their class and performance compositions are evaluated based on their demonstration of the following competencies: spatial and sculptural design, qualitative variety, compositional form, movement invention, phrasing and musicality, production (performance, costumes, sets, lights, etc), and originality of concept.

Student choreography is evaluated at the beginning of their first composition class and assessed at the completion of the final concert in their senior year as noted on the attached score sheet.

DANCE HISTORY AND DANCE AS ART:

Students demonstrate their competencies in two ways: through written tests involving multiple choice and short-answer essay questions, and through written video analyses of selected choreographic masterworks.

Pre-tests (see attached) are given in the following areas: technical analysis, choreographic analysis, stylistic distinctions, historical influences on dance styles, and cultural differences in dance styles. These areas are revisited in three tests throughout the semester. The class scores are averaged at the end of the semester to determine progress and areas that need strengthening.

At the end of the semester, students write a five page performance critique analyzing the performance according to criteria developed throughout the semester, and analyze a video performance selected because it combines styles in a way characteristic of contemporary.

Papers and tests are kept on file for two years after graduation.

SENIOR PROJECT:

All graduating dance majors must complete a senior project. This project is developed by the student with faculty guidance and is designed to help the student consolidate their knowledge in a way that supports their career goals, as in the following examples. For a choreography project students choreograph a fully conceptualized dance for performance in a designated venue such a Lindenwood concert. For a performance project students perform in a variety of dances by different choreographers. All choreography and performance projects are videoed for analysis. For a historical/theoretical project, students develop a theoretical analysis of choreography or technique, or research a specific historical figure, style, or era. All projects include a written component to demonstrate students' literary skills: a pre-project proposal, a journal of progress, and a summary and analysis of the experience. The final technical, choreographic, and conceptual standing of the student is included in their comprehensive score on the student assessment questionnaire.

The dance faculty meet with seniors upon project completion to provide feedback for student development, and receive suggestions for program improvement.

OUTSIDE ASSESSMENT:

Additional assessment from other professionals in technique, choreography, and performance is received from the Mid America Dance Company, our professional company-in-residence, and participation in adjudicated events such as the American College Dance Festival.

DEALING WITH PROBLEMS

Faculty meet throughout the year to discuss students' progress and analyze student scores. Students who are having difficulty in their major area are met with on an individual basis, and given guidelines for improvement. It has been our experience that most students respond favorably to this individual attention.

Dance is unique in that performance offers students a continuing opportunity for self-evaluation. The typical dance student is highly motivated by the demands of the art form itself to continually seek improvement and correct identified problems.

Continuous correction in the classroom setting is integral to the dance education process. The Lindenwood dance faculty correct intensively, but in a positive manner, designed to encourage students to do their very best.

SAMPLE STUDENT ASSESSMENT FORM

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		
FOOTWORK		
CENTER		
WEIGHT USE		

PHRASING

MUSICALITY

QUALITY

CHOREOGRAPHIC CONCEPT

STYLISTIC CLARITY

AVERAGE SCORE

CHOREOGRAPHY	**ENTRY YEAR**	**GRADUATION**
SPACE/SHAPE		

QUALITY

MOVEMENT INVENTION

PHRASING

MUSICALITY

CONCEPT

COMPOSITIONAL FORM

PRODUCTION VALUES

AVERAGE SCORE

DANCE THEORY/HISTORY	**ENTRY YEAR**	**GRADUATION YEAR**
PRE-TEST		

CLASS TESTS

COMPOSITIONS

AVERAGE SCORE

COMMENTS

PRE-TEST DAN 371.11 DANCE IN THE 21ST CENTURY, SPR 2002, DR. ALICE BLOCH
THIS TEST IS NOT FOR A GRADE. IT IS TO MEASURE YOUR PROGRESS. ANSWER ALL QUESTIONS
TO THE BEST OF YOUR ABILITY.

1. Although there is fusion today, in the first half of this century modern dance and ballet had many stylistic
    and philosophical differences. Put an "m" after each characteristic that is typical of modern dance. Put a
    "b" after each characteristic that is typical of ballet.

    a. full use of torso ___ b. relies on codified steps ___ c. lifted alignment ___ d. emphasizes individual
    expression ___

2. Petipa emphasized _____ in his classical ballet choreography:

    a. Virtuoso technique   b. Dramatic content

3. Which type of classical ballet focuses on dramatic content? _____ Which type focuses on virtuoso technique? _____

    a. divertissement   b. pas de action

7. The African and Irish cultures made great stylistic contributions to tap dance but each has its own unique style. Put an "A" after characteristics of African dance and an "I" after characteristics of Irish dance. There may be some shared characteristics.

    Quick, rhythmic footwork ____ Loose torso ____ Upright body carriage ____ Quiet arms ____

8. What are the main differences between rhythm tap, flash tap, and eccentric dancing?

9. The principles of post modern dance reflected the social and political climate of the 1960's because: (2)

    a. People of all kinds could participate. b. It required participants to follow set codes of behavior.
    c. The performances deliberately challenged the traditions of professional dance.

10. Merce Cunningham's choreography challenged many existing beliefs about dance staging, performance, music, and sets. Which of the following ideas did Cunningham NOT use? (2)

    a. any movement can be dance b. non dancers can perform as well as dancers c. performance style should be relaxed and low key d. the relationship between the dance and staging (lights, music, and sets) is random.

11. How does the use of space in Cunningham's choreography differ from traditional modern, ballet, and jazz? (2)

    a. All the dancers cluster around a central point. b. The dancers focus their movements towards the main characters. c. Movement sequences can occur anywhere on stage.

12. Match the following dances or shows with their artistic significance in Bob Fosse's history (3)
    "Steam Heat" ____ Cabaret ____ "Hey Big Spender" ____

    a. Was the first dance to show the Fosse style.
    b. A decadent nightclub atmosphere showed the evil of pre-World War II Germany.
    c. This dance showed Fosse's strip club background.

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.

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.

The Lindenwood Dance 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.

COMMUNICATIONS

COMPREHENSIVE STUDENT ASSESSMENT

MASS COMMUNICATIONS MAJOR

Goals for All Mass Communications 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

Objectives for All Mass Communications 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 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; produce a basic studio video production; and edit a music video

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.

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 an Industrial Communications emphasis

1. Apply skills in oral and written communication appropriate to a variety of the professional modes and media of formal business presentations.

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. Explain the interaction among audience research, programming promotion and basic management/accounting practices in a communications business.

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 COMMUNICATIONS 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.

<u>Assessment in Electronic Journalism emphasis</u>

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

<u>Assessment in Public Relations emphasis</u>

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

<u>Assessment in Communication Management and Sales emphasis</u>

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

<u>Assessment in Industrial Communications emphasis</u>

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

<u>Assessment in Multi-Media emphasis</u>

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 COMMUNICATIONS MAJOR

Goals for all Corporate Communications 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 Communications 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 COMMUNICATIONS 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 Communications (major requirements)

     COM 101 – Oral Presentations/Written Exams/Essay Writing
     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
     COM 333 – Written Exams/Research Projects/Physical Performance
     COM 401 – Written Exams/Case Analysis/Oral Presentations
     COM 460 – Writing Projects/Oral Presentations

Mass Communications 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 Communications (major requirements)

     COM 101 – Oral Presentations/Written Exams/Essay Writing
     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
     BA   452 – Written Exams/Writing Projects

2001 ASSESSMENT OF SENIOR PERFORMANCE

The assessment process in the two Communications major curricula is central to COM 460: Senior Communications Seminar, which is required of all majors. Within that course, seniors complete a <u>comprehensive examination</u> that measures the degree to which they have been able to integrate the components of the major into a coherent intellectual whole. Each student also compiles a <u>professional portfolio</u> comprising materials indicating competence in his/her particular area of interest; members of the Communications faculty then assess portfolios on the basis of academic and professional adequacy.

<u>2000-2001 Assessment Results:</u> Comprehensive Exam and Senior Portfolio

> 46 students were enrolled in 2 sections of COM 460 (Senior Seminar) during the Fall 2001 semester. All 46 completed the course.

> 8 posted satisfactory results on the first round of comprehensive exams, indicating an excellent level of knowledge of the components of the major.

> 26 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.

> 2 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 35 of the 46 were judged adequate upon initial submission.

> 11 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 46 students' majors/areas of emphasis were as follows:

13 – Radio/Television
12 – Corporate Communications
7 – Public Relations
6 – Management & Sales
3 – Electronic Journalism
3 – Sports Information
2 – Multimedia

We are establishing a comprehensive Communications exam that will be administered to all incoming Com students during the first week of their enrollment in the basic Com requirement: "Com 130 Survey of Professional Media" That will take place in the Fall semester 2002 and then every semester thereafter. From the exam, covering a wide range of disciplines within Communications, we should be able to establish a baseline by which we can assess the knowledge level of the average incoming freshman (we're still working on what we will do in regard to transfer and non-traditional students), and make whatever front-end adjustments deemed necessary.

On the other end, we have opted to move the culminating Communications class: "Com 460 Senior Communications Seminar" from its once- per-academic-year schedule to every semester. This will better accommodate both student scheduling needs and our need for a more timely flow of data. Com 460 is where we have traditionally administered the Communications comprehensive exam, in which all students in the major are required to pass sections dealing with general knowledge in the major, as well as those in their areas of emphasis.

If more data should prove beneficial, we have discussed the option of also offering the back-end assessment exam in our Junior Seminar sections. We're holding that in reserve for the moment.

It will take a few semesters before we can get solid results directly comparing the front-end Freshman exam with the back-end Senior assessment on an individual student-by-student basis. But raw group data from our new front-end efforts will be available by mid-term in the Fall semester.

The Sciences Division

BIOLOGY

Mission Statement

The mission of the Biology Program is two fold: First to provide non-majors with an awareness of and appreciation for the modern science of Biology and its relevance in their daily lives; Second, to prepare Biology majors for graduate study, professional school, teaching at the high school level or employment in applied areas of the biological sciences.

Goals and Objectives

Goals:

Non-majors will show increased understanding of the fundamental concepts of biology and an appreciation of the relevance of biology in modern life;
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
- All biology students will show increased 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 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

The student graduating with a Biology degree should

1. demonstrate knowledge of historical development of important contemporary concepts and ethical issues in Biology as determined by Biology faculty, learned societies, and new events.

   Enabling Activities: The program faculty considers historical and ethical ideas in presentation of current biological concepts in each course. Cell biology, environmental biology, evolution, and genetics offer an abundance of such opportunities.

2. demonstrate knowledge of important areas of biological investigation as determined by Biology faculty, professional societies, new events and textbooks.

   Enabling Activities: the program faculty requires that majors take courses in fundamental areas including Molecular and Cellular Biology, Ecology, Organismic Biology, Genetic and Developmental Biology and Environmental Biology. Such courses focus on this objective.

3. demonstrate ability to discern relevance of biological concepts and ethics to life in a democracy

   Enabling Activities: General Biology, Environmental Biology, Evolution and Plant Growth and Development consider this objective extensively. In addition to discussions in class, current reading material and items are distributed to students. Field trips, research topics, and class discussions require students to participate in activities which enable students to demonstrate abilities.

4. demonstrate the ability to determine and focus on major concepts in each biological discipline, as suggested in course materials

   Enabling Activities: Students are required to take courses designed to introduce them to major concepts across the breadth of biological disciplines, including Cell Biology, Plant Biology, Genetics, Evolution and Ecology and History of Science. In these courses, students acquire the ability to integrate knowledge of conceptual themes into a broader understanding of biology.

5. demonstrate facility in the use of biological instruments, analytical experimentation, computer programs and data bases, and other problem-solving techniques through written reports, seminar presentations, and independent research

   Enabling Activities: Laboratory courses require that the student utilize various pieces of laboratory and field equipment. Further, students are encouraged to do field studies and internships with off-campus organizations wherein their exposure to techniques, methods, materials, and equipment is extended. Such internships may be arranged by either the student or a faculty member.

6. demonstrate an ability to carry out an investigation from data-gathering through evaluation to reporting techniques.

   Enabling Activities: Students have an opportunity to engage in research projects in upper-level courses as well as in independent study projects. Research is usually done on campus using campus facilities or an negotiated internships with area professionals. Some students participate on research items in graduate schools.

7. demonstrate an awareness of the significant sources of information in biological literature

   Enabling Activities: Several courses require that the student utilize the various biological periodicals and computer search indices. Some upper-division courses require sessions with the reference librarian.

8. demonstrate an ability to communicate biological concepts to learners

Enabling Activities: All science Teacher Education students are required to ake Methods of Teaching Science and in this course do work in teaching scientific concepts. Some advanced students served as lab assistant in Biology course.

BIOLOGY PROGRAM ASSESSMENT 2001-2002

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 100	PreTest	Aug & Jan	Faculty	Jan & June	None	Aug 02
BIO 100	PostTest	Dec & May	Faculty	Jan & June	Modify Test and/or Revise presentation of material	Dec 02
BIO 151	PreTest	Aug	Faculty	Jan	None	Aug 02
BIO 151	PostTest	Dec	Faculty	Jan	Modify Test and/or Revise presentation of material	Dec 02
BIO 152	PreTest	Jan	Faculty	June	None	Jan 03
BIO 152	PostTest	May	Faculty	June	Modify Test and/or Revise presentation of material	May 03
Graduating Students	PostTest	Dec & May	Faculty	Jan & June	Data Evaluation	Dec 02
	Exit Interview	Dec & May	Faculty Students	Jan & June	Data Evaluation	Dec 02
Graduates	6 month Survey	Nov	Faculty Graduates	Jan	Data Evaluation	Nov 02
	2 year Survey	March	Faculty Graduates	June	Data Evaluation	March 03
	5 year Survey	March	Faculty Graduates	June	Data Evaluation	March 06

Non-majors Assessment

This may be found under General Education; Natural Sciences.

Biology Majors

Assessment of the Biology Majors Program consists of four components: Pre/Post Testing of the General Biology I & II sequence; graduating student assessment of academic performance and career success; student input; external testing of selected students (i.e., PRAXIS, MCAT, GRE, etc). The results of our 2001/02 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, many students 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.

The BIO 151 test was first administered in Spring 01. The BIO 152 test was administered for the first time in Spring 02. The Pre-Tests are administered during the first class meetings of the semester and the Post-Tests are administered as part of the final exams. The Post-Test questions add extra credit to the students point totals, while the Pre-Tests have no effect on student grades.

Each test consists of 25 multiple choice items selected primarily from the test bank for *Biology, 5th edition*, Campbell, Reece & Mitchell. (We are currently using the 6th edition of that text in both courses. The test items are distributed as follows:

BIO 151 Pre/Post Test Items:

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

BIO 152 Pre/Post Test Items:

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

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TABLE II: GENERAL BIOLOGY I & II PRE/POST TEST RESULTS				
	Pre Test	Post Test	Change	% Improvement
BIO 151 Fall 01	6.5	9.3	2.8	43%
BIO 151 Spring 02	9.7	14.7	5.0	52%
BIO 151 Avg To Date	7.0	11.0	3.0	47%
BIO 152 Spring 02	8.9	18.1	9.2	103%

RESULTS: The results of the Pre/Post Tests show marked improvement in scores for both BIO 151 and BIO152. 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. In the 2001/02 academic year BIO 401 was offered twice – in the Fall as an independent study for three students (one was graduating in December and two were planning to student-teach in the spring semester) and in the Spring as a normal class for 9 students who were planning to graduate in May or December of 2002. The double offering was a one-time necessity due to changing from offering the course in the Fall to the Spring semester.

The Pre/Post Tests for BIO 151 & 152 were administered to the 12 students enrolled in BIO 401 (Fall + Spring) along with 3 Environmental Biology students graduating in May 2002. The material included in these two tests covers the most of the important areas that we believe our students should have learned from 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 GRADUATING SENIORS COMPARED WITH THOSE OF GENERAL BIOLOGY STUDENTS

	Part I*	Part II*	Total
Graduating Students	13.20	12.73	25.93
General Biology Avg.[+]	11.00	18.10	29.10

* 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 our current group of General Biology students. 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 this year's 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 performance of the graduating students on Part I of the Pre/Post Test was 20% higher than that of the General Biology students. It is to be expected that the graduating students should score higher on this test since these students have taken advanced courses that cover the material in much greater depth

(i.e., Cell Biology, Genetics, Evolution, Microbiology, Biochemistry, etc.). For this reason, we had expected a substantial improvement in Part I scores. In fact, the level of difference between the graduating students and new students was much less than we had anticipated.

One explanation of the low performance of the graduating students could be that the Environmental Biology students (3/15) are not required to take some of the advanced courses that relate to the Part I material. While the average score of these students (10) was lower than the group average, there were other students in the group who had taken the relevant coursework and scored even lower. Alternatively, the entering students in General Biology may represent a particularly strong group of students or this group of graduates may be particularly weak academically. Given the small sample size it is probably too soon to draw conclusions, but we will continue to examine this issue in future assessments.

In contrast to their performance on Part I of the Pre/Post Test, the graduating students scored nearly 30% lower than the General Biology students on Part II of the Pre/Post Test. The explanation for this result probably lies in the fact that over 40% of the questions on this test are of the Factual Recall type. Since most of the students do not take any other courses that reinforce the animal structure / function material (such as Comparative Anatomy & Physiology or Developmental Biology), they have not had recent opportunities to refresh their knowledge in this area.

- 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. In September 2001 we also surveyed the 2000/01 graduates about their employment or educational status. We will continue this pattern in the future – a Pre Graduation survey, a survey 6 months Post Graduation, and then twice more at 2 and 5 years Post Graduation. The data will be maintained in a spreadsheet format and updated annually.

Of the 12 students who graduated in December 2001 or May 2002, three were Environmental Biology students who were seeking immediate employment in their field. One of these students had secured a position before graduation, while the others planned to begin their job searches during the summer. Four of the 9 traditional biology majors sought or are seeking immediate employment: one is employed as a technician in an environmental testing laboratory; two are seeking positions as high school biology teachers; and one is searching for an industry position, preferably in pharmaceutical sales. Of the remaining 5 students, two have been accepted into graduate programs for the fall semester, one has entered the Peace Corps and plans to attend medical school when she finishes her two year commitment, and two are preparing to apply to medical school for the Fall 2003 semester. We will update our information on the status of these students when we survey them 6 months post graduation.

The Fall 2001 survey of the December 2000 & May 2001 graduates was mailed to 12 students and we received 6 responses. Of the students who responded, two have begun or have been accepted into graduate programs in biology, three are employed as laboratory technicians (two industrial and one government), and one is working in a family business. Two of the students who are employed in full-time positions have returned to Lindenwood University in the MBA program.

- 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 conducted 6 months, two years and 5 years after the student has graduated.

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 are somewhat skewed in favor of A and B grades (See Table IV below), indicating that the majority of the students are successful in these courses.

TABLE IV: GRADE DISTRIBUTIONS IN BIO 151 & 152 (2001/02)					
(Percentage of students receiving each grade)					
	A	B	C	D	F/UW
BIO 151 (Fall 01/Sp 02)*	30	30	30	8	2
BIO 152 (Sp 02)+	18	41	32	3	6

*   *Total of   students*
+   *Total of 34 students*

The Exit Interviews of graduating students includes questions in which students are asked which Biology courses that 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 and 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 in particular, 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.

- 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 2001/02 three graduating biology majors took the PRAXIS exam and all three passed on their first attempt. In April 2002 six students took the MCAT (three more are planning to take it in August 2002). Four of the students taking the April exam sent their scores to Lindenwood. The average score on the Biology section of the exam for those four students placed them above the national average (67.5^{th} percentile). None of our graduating students taking the GRE have reported scores to us yet.

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.

ACTION PLAN FOR PROGRAM IMPROVEMENT

Biology Majors

- 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.

- Identify areas of MCAT where student improvement is necessary and incorporate this information into the relevant courses.

- Continue development of plans for remodeling Y211 for upper division biology labs: propose completion of project during summer 2003.

- Establish lab space and equipment for students to utilize when they are working on their Independent Research projects.

CHEMISTRY

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

General Education Component:
Concepts of Chemistry (May be found under General education; Natural sciences.)

Chemistry Majors:
Assessment Objectives:

1. Lab reports are written for each experiment and lab grades are recorded each semester as measurements of students' proficiencies in laboratory work. Lab grades will constitute a significant portion (20-25%) of the overall course grade.

2. Senior and junior students will participate in a seminar class. Individual students will conduct a literature search on a given topic and orally report the highlights and conclusions to fellow students and faculty members for a discussion and critique. A grade will be awarded and one credit hour earned.

3. All Chemistry majors will be required to take 7-9 credit hours of 300 or higher chemistry courses either as continuing but more advanced studies in the four core areas or more specialized topics outside of the core areas.

This will give more depth and breadth to their understanding of Chemistry after successful completion of these courses.

4. The Chemistry department will track the success of graduates in employment, graduate and professional schools.

<u>Assessment of Objectives for Chemistry Majors</u>

CHM 151 and 152
General Chemistry I and II

A course designed as the first course for Chemistry, Biology, and health science majors, was offered in the past academic year. It is also a course satisfying the general education requirements. There were 3 hour exams, a comprehensive make-up exam, and a comprehensive final exam. There were 10 laboratory experiments in each semester constituting ~17% of the course grade. The final exam average in CHM 151 was 63%. 32 students out of 46 enrolled received a grade of C or better. The final exam average in CHM 152 was 59%. 23 students out of 30 enrolled received a grade of C or better.

In general, the students were successful in understanding the basic concepts such as atomic structure, inorganic reactions, stoichiometric calculations, and thermodynamics. Their analytical reasoning skill has improved throughout the year. Students also developed their laboratory techniques and acquainted with the laboratory safety procedures.

CHM 161 and 162
General Chemistry Problem Solving

A discussion/tutorial course designed to help students with the homework assignments in general chemistry was offered in the past academic year. There were weekly short quizzes but no final exam. The average of the 12 quizzes in CHM 161 was 75%. 29 students out of 33 enrolled received a grade of C or better. The average of the 11 quizzes in CHM 162 was 64%. 24 students out of 29 enrolled received a grade of C or better.

CHM 351 Analytical Chemistry   Four unit exams were given with an overall average of 67.6%. The average on the final exam was 64%. 11 of 16 students enrolled in CHM351 received a grade of C or better. The majority of students were successful in this course. A few struggled with the calculations. Attendance seemed to be more of a problem this semester. This will need to be addressed in the future. More attention will be focused on doing the out of class practice problems.

CHM 361 and 362, Organic Chemistry I and II   Four unit exams were given in each course with an overall average of 71% in CHM 361 and 73% in CHM362. 20% of the course grade was determined from laboratory experiments. The final exam average in CHM361 was 68% and in CHM362 was 71%. 14 of the 18 students enrolled in CHM361 received a grade of C or better. 7 of 11 students enrolled in CHM362 received a grade of C or better.
     The overall averages of the students were lower from last year's results and similar to the results from two years ago. Some of these variations are due in part to small sample size. The students will be given more practice problems and a review of these problems. Most students were able to achieve the desired laboratory results and thus gaining confidence in understanding the reactions studied in the lecture portion of the class.

CHM 388 Seminar   The students are required to prepare a paper and give a seminar on a topic of their choice. Students had trouble choosing appropriate topics and extracting literature from appropriate sources. Emphasis will be given to literature searching in the future. Students also seemed to have difficulty in tackling the "big project". The project was divided into smaller pieces and intermediate deadlines for the various portions of the project were given. This seemed to help. A large majority of the students needed more practice on their presentation. Next year a "practice" presentation will be required before the graded presentation. There was only one student enrolled and the student did an excellent job and received an A..

PHY 151 and 152
Introductory Physics

An algebra and trigonometry based physics course designed for science majors. It is also a course satisfying the general education requirements. The enrollment in PHY151 was 16 and in PHY152 was 8. There were 3 hour exams, 7 short quizzes, a comprehensive make-up exam, and a comprehensive final exam. In addition, there were 11 laboratory experiments in each semester constituting ~14% of the course grade. The final exam average in PHY 151 was 61%. 12 students out of 16 enrolled received a grade of C or better. The final exam average in PHY 152 was 57%. 4 students out of 8 enrolled received a grade of C or better.

All the topics in a normal college level physics course had been covered. Due to time limitation, the modern physics part was omitted. The students generally enjoyed what they have achieved even though sometimes they were intimated by the mathematics involved. I see this as a good opportunity to show the students how mathematics can be applied to solve practical problems in science.

Next Steps:

The Chemistry Department has begun a tracking the success of graduates in employment, graduate, and professional schools. The chemistry faculty will evaluate various options for improving the assessment of the majors, including Pre/Post Testing of Freshman and Seniors.

COMPUTER SCIENCE

Mission Statement:
The mission of the Department of Computer Science at Lindenwood University is twofold. The first is to offer an education for all students pursuing a career in computing. The second is to help all Lindenwood students appreciate and understand computing and its role in our culture. In this mission, the department offers a balanced, responsive, and evolving curriculum specializing in the fields of computer science and computer information systems. The curriculum supports and emphasizes the idea that education is a liberating force in one's life. The curriculum is designed to enable students to be lifelong learners, critical and logical thinkers, and productive members of society.

Program Goals: In support of the mission of the Department of Computer Science, the following goals are hereby established.   The goals of the computer science program are:

> 1. Prepare the student for a career in computer science/computer information systems
> 2. Provide the student with the necessary fundamental knowledge to allow the student to enter into and successfully complete graduate studies in the fields of computer science and/or computer information systems.
> 3. Foster in the student an appreciation for and understanding of theory, abstraction, and design as they apply to the computer science discipline.
> 4. Promote in the student an appreciation of the interdisciplinary nature of computer science and computer information systems.
> 5. Establish within the student the foundation for life-long learning and development both in the field of computing and as a member of society.
> 6. Develop in the student the appropriate level of concern for the ethical use of computers and computer resources.
> 7. Cultivate in the student an understanding of the field of computing, both as an academic discipline and as a profession within the context of society as a whole.

Objectives:
   The student will:

   1.   Develop an understanding of the following computer science areas:

- Discrete Structures (DS)
- Programming Fundamentals (PF)
- Algorithms and Complexity (AL)
- Architecture and Organization (AR)
- Operating Systems (OS)
- Net-Centric Computing (NC)
- Programming Languages (PL)
- Human-Computer Interaction (HC)
- Graphics and Visual Computing (GV)
- Intelligent Systems (IS)
- Information Management (IM)
- Social and Professional Issues (SP)
- Software Engineering (SE)
- Computational Science and Numerical Methods (CN)

2. Achieve a level of mathematical sophistication to understand the theoretical underpinnings of Computer Science.
3. Be familiar with the methods of science.
4. Understand how computing is applied in practice.
5. Have effective communication skills.
6. Have the ability to work productively in teams.
7. Participate in professional organizations.

Assessment in Computer Science

Assessment of the Computer Science major 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 each assigned project
- A copy of the final for each course taught.
- Performance records on each course objective
- An epilogue, a narrative that enumerates accomplishments and recommends improvements.

There will be two primary means of assessment. These are testing and the evaluation of software projects. A discussion of specific form of assessment for each objective follows. The areas of computer science as well as the objectives listed are adapted from Computer Curriculum 2001 (CC2001) a report of The Joint Task Force on Computing Curricula of IEEE Computer Society and The Association of Computing Machinery (ACM).

1 Assessment of the computer science areas.

Computer Science Areas	LU Course
Discrete Structures (DS)	CSC 200, CSC 321
Programming Fundamentals (PF)	CSC 100, CSC 101, CSC 102
Algorithms and Complexity (AL)	CSC 321, CSC 407
Architecture and Organization (AR)	CSC 255, CSC 303
Operating Systems (OS)	CSC 406
Net-Centric Computing (NC)	CSC 425, CSC 380
Programming Languages (PL)	CSC 220, CSC 408
Human-Computer Interaction (HC)	CSC 402
Graphics and Visual Computing (GV)	CSC 402, CSC 405
Intelligent Systems (IS)	CSC 311

Information Management (IM)	CSC 305, CSC 402, CSC 425
Social and Professional Issues (SP)	CSC 100, CSC 305, CSC 425
Software Engineering (SE)	CSC 447, CSC 45x
Computational Science and Numerical Methods (CN)	MTH 351

2. Assessment of mathematical sophistication

Mathematics provides a language for working with ideas relevant to computer science, specific tools for analysis and verification, and a theoretical framework for understanding important computing ideas. In addition, computer science depends on mathematics for many of its fundamental definitions, axioms, theorems, and proof techniques

Mathematical sophistication	LU courses
fundamental definitions, axioms, theorems, and proof techniques	CSC 200, CSC 321
language for working with ideas	MTH 171, MTH 172, CSC 200, CSC 321
tools for analysis and verification	CSC 200, CSC 321
theoretical framework for understanding important computing ideas.	CSC 100, CSC 321

3. Assessment of methods of science

The scientific method represents a basis methodology for much of the discipline of computer science, and students should have a solid exposure to this methodology. To develop a firm understanding of the scientific method, students must have direct hands-on experience with hypothesis formulation, experimental design, hypothesis testing, and data analysis. While a curriculum may provide this experience in various ways, it is vital that students must "do science" -- not just "read about science."

Scientific Method.	**courses or Activities**
Hypothesis formulation, Experimental design, hypotheses testing, data analysis	General Education Requirement, PHY 301, PHY 302

4. Assessment of how computing is applied in practice

For many students, study of computing together with an application area will be extremely useful. Such work might be accomplished by engaging in an in-depth study of a subject that makes substantive use of computing, by internship or cooperative work experience, or through the integration of case studies in computer science courses.

Applying computing.	LU courses or Activities
In-depth study	Independent Projects in Biology, and Physics
Integrate application case studies into computer science courses	CSC 425, CSC447,
Internship or coop experience	CSC451, CSC452, CSC453

5. Assessment of communication skills

Computer scientists must be able to communicate effectively with colleagues and clients. Because of the importance of good communication skills in nearly all computing careers, computer science students must sharpen their oral and writing skills in a variety of contexts -- both inside and outside of computer science courses. In particular, students in computer science programs should be able to communicate ideas effectively in written form, make effective oral presentations, and understand and offer constructive critiques of the presentations of others

Communication skills.	courses or Activities
Communicate ideas effectively in written form	General Education Requirement, CSC 101, CSC 102, CSC 303, CSC 406, CSC 447
Make effective oral presentations, both formally and informally	General Education Requirement, CSC 101, CSC 102, CSC 447
Understand and offer constructive critiques of the presentations of others	General Education Requirement, CSC 101, CSC 102, CSC 447

6. Assessment of ability to work in teams

Few computer professionals can expect to work in isolation for very much of the time. Software projects are usually implemented by groups of people working together as a team. Computer science students therefore need to learn about the mechanics and dynamics of effective team participation as part of their undergraduate education. Moreover, because the value of working in teams (as well as the difficulties that arise) does not become evident in small-scale projects, students need to engage in team-oriented projects that extend over a reasonably long period of time, possibly a full semester or a significant fraction thereof.

Work in teams	courses or Activities
A significant project that involves a complex implementation task in which both the design and implementation are undertaken by a small student team	CSC 305, CSC 406, CSC 425, CSC447
Internships or Coops	CSC451, CSC452, CSC453

7. Participate in professional organizations.
    Lindenwood University has a Mathematics and Computer Science Club.

Procedure and Rationale

The procedure outlined above will be implemented this coming fall. The year 2001-2002 was used to restructure the program by
- Changing the introductory course sequence from using a functional first approach (SCHEME) to and imperative first approach (C++)
- Adding a course in assembly language (CSC 255)
- Adding a course in Graphical User Interface Programming (GUI) CSC 402
- Adding a course in project management (CSC 447)
- Adding a course in Telecommunications and Networking (CSC 380)
- Expanding our offerings in information management (CSC 425)
- Adding a major in Computer Information Systems (CIS)

Plans for the next cycle assessment
1. Develop course objectives.
2. Collect quantitative data on course objectives.
3. Relate course objectives to program objectives.
4. Make our program as well as our course objectives available to students as a part of our syllabi.
5. Develop a mission statement for the CIS major

EARTH SCIENCE

The assessment report for Earth Science is broken up into four parts. The first part deals with the Physical Geology assessment process and results (This will be found under General Education; Natural Science and Mathematics).

The second part deals with Oceanography – an online class offered in the Fall. The third part deals with Astronomy – an online class offered in the Spring. The fourth part deals with Meteorology.

Part II – Oceanography ESG12031

1. Background. Oceanography was taught as an online course during the Fall Semester of 2001. The course was listed in the catalog as a regular general education course without any mention of it being online. The course was set up with the following structure:

   - Threaded Discussions: students were asked to comment on a statement made by the instructor. They were encouraged to address not only the instructor's statement, but on statements made by other students.
   - Quizzes: weekly quizzes were posted to check the student's progress. The quizzes were not proctored.
   - Assignments: students were asked to research a topic and then write a two to three page summary.
   - Exams: students were required to take three exams and a final exam in a computer lab. The exams were proctored.

2. Logistics. The platform for the course was WebCT. Students were required to create their own page within WebCT and then add the course to their page. They had available to them the following:

   - Syllabus
   - Class schedule
   - Assignments
   - Threaded discussions
   - Quizzes
   - Chapter notes from the publisher

3. Communication. Students had two asynchronous avenues of communication and one synchronous method. The first was through the Discussion method. In this mode, whatever the student posted, all students were able to read the contents. The second was through the Mail method. In this mode, the students could communicate with the instructor, no other students saw the comments. The third was through a Chat Room. In this mode, the synchronous mode, students communicate with each other and the instructor in real time. The Chat Room was available to students during the posted class hours.

4. Analysis.

   - The students met the first night of the class. During that time, the students were told that the class was online. The procedures for completing an online course were discussed. The students were warned that time would be their biggest enemy, that they needed to post the class schedule in their favorite study area, and refer to it daily as well as log onto WebCT daily. The class then went to the computer lab to log onto WebCT, to create their own WebCT page, and then add the course to their page. Thirty-four students registered for the course. Several students expressed concern that this was an online course and commented that if they had known it was online, they probably would not have signed up for it. By midterm, five students had dropped the course.

   - The Chat Room was open every Monday from 6:00 to 8:30 PM. This provided students with real-time discussion of questions about assignments or an opportunity to discuss problems. Only a few students participated in the Chat Room. It did not seem to be of any benefit to the students. Communication was generally conducted through the e-mail avenue rather than waiting once a week to discuss issues with the instructor.

   - Five students showed up the third night. Individual instruction had to be given to them on how to use WebCT. They were also two weeks behind on assignments and quizzes. The

system is not merciful with deadlines. Whatever time is specified, the system blocks students from entering various sections of WebCT. Late shows are at a disadvantage. It would have been best if they dropped the course that night. In the future, late adds should not be allowed for online courses.

- Quizzes. After a rough start, students were able to understand the quiz process. Several came to the instructor after the first quiz to get some help as they had been locked out. In the future, a sample test should be set up for students to take when they first create their own WebCT page.

- Threaded Discussions. Students did not have any problems with the discussions. They were able to provide their comments and respond to other students without any problems.

- Assignment 1. The students struggled with uploading their assignments into WebCT. Since it is a two-step process, it can be confusing. The completion of the first step does not lead to the second step. The students need to know how to get to that second step. Ten students missed the first assignment. An e-mail was sent to them to find out why. In general, the students forgot about the assignment. Again, they were reminded that time is their biggest enemy. It was reiterated that they should submit their assignments a day early in case they run into computer problems.

  As an administrative note, students should submit their work in Microsoft Word and their name should be in the file name. That way it makes it easier to track the students who have submitted their work.

- Assignments 2 through 5. There did not seem to be any major problems. Again, a few students forgot to submit their work and they were reminded.

- Exam 1. The first exam was administered in the computer lab and was proctored. The questions were in the form of multiple-choice. As soon as the students finished the exam, their exam was graded. This was a shock for those students who are used to waiting several days for the results.

  The overall scores on the exam were very low. So a discussion question was posed to see if the problem could be identified. The overall feeling was that the exam was hard, that some of the questions were extremely "nit-picky." All said that they had read and studied the material, but did not know what was important for the exam. So it was proposed that an in-class review be conducted before the next exam. It was held, and the scores for the second exam did not improve significantly.

- Exam 3. Since the results of the second exam were low, the format of the exam was changed from multiple choice to a take-home essay forma. The students had to research the answers. This was well received, and the students did much better. Discussion with them later revealed that several students got together to work in groups to research the material. They said they learned a lot more via this method of testing.

- Students. All but one student mastered navigating their way through WebCT. The one student who had difficulty kept forgetting her password. It was a major chore for her to logon to WebCT. Each time she had difficulty doing it from home, I would sit with her at a computer here on campus and she had no difficulty getting into WebCT. She filed a complaint with the school that she was not getting the support she needed to complete the course, that it was the school computer system. I talked to her and assured her that we were concerned with her progress and that if she had trouble getting into the system from home that she should come out to campus during the class hours and enter her work then. This begs the question of whether or not she had the appropriate computer equipment at home to access WebCT. For

future classes, that issue will have to be addressed.

- Miscellaneous. At the final exam the students were given a questionnaire to complete. In general, the students liked the course because of the convenience of completing the work whenever they wanted to and not being confined to a classroom environment. They did miss the lecture part of the class and felt that not having it hindered their learning. So for future classes, some form of notes identifying the important points should be included with the online class.

5. Next Step. The next step in the development of this online course is to prepare and issue a Pretest and Post Test to validate the learning.

<u>Part III – Astronomy ESA10021</u>

1. Background. Astronomy was taught as an online course during the Spring Semester of 2002. The course was listed in the catalog as a regular general education course without any mention of it being online. The course was set up with the following structure:
- Threaded Discussions: students were asked to comment on a statement made by the instructor. They were encouraged to address not only the instructor's statement, but on statements made by other students.
- Quizzes: weekly quizzes were posted to check the student's progress. The quizzes were not proctored.
- Assignments: students were asked to research a topic and then write a two to three page summary.
- Exams: students were required to take three exams and a final exam in a computer lab. The exams were proctored.

2. Logistics. The platform for the course was WebCT. Students were required to create their own page within WebCT and then add the course to their page. They had available to them the following:
- Syllabus
- Class schedule
- Assignments
- Threaded discussions
- Quizzes
- Abbreviated lecture notes

3. Communication. Students had two asynchronous avenues of communication. The first was through the Discussion method. In this mode, whatever the student posted, all students were able to read the contents. The second was through the Mail method. In this mode, the students could communicate with the instructor, no other students saw the comments.

A lot of time was spent this semester communicating with the students, more so than for the Oceanography class. This seemed to have a bigger payoff, as the students did not seem as apprehensive about the course being online (those who remained). And the students felt free to contact the instructor about questions or problems.

4. Analysis.
- The students met the first afternoon of the class. During that time, the students were told that the class was online. The procedures for completing an online course were discussed. The students were warned that time would be their biggest enemy, that they needed to post the class schedule in their favorite study area, and refer to it daily as well as log onto WebCT daily. The class then went to the computer lab to log onto WebCT, to create their own

WebCT page, and then add the course to their page. Twenty-eight students registered for the course. By the end of the semester, ten students had dropped the course.

- Quizzes. The students did not seem to have any troubles with the quizzes. Once in a while a student would report trouble with his or her Internet Provider. AOL seemed to be the one giving the students the most trouble.

- Assignments. Again, the students did not seem to have any troubles with assignments. The work was submitted as a dot-doc file with their name attached. Their work was graded online. This has its limitations. After about two hours of grading, the physical body starts to rebel at sitting in front of a computer. It would be nice if the system allowed for the papers to be submitted back to the students with remarks on the paper. This should be checked out for future online classes.

- Threaded discussions: Communication via this media was very smooth. Some students commented about the grammar of other students and the instructor had to intervene and remind the students that it is not their place to make such comments.

- Exams. The exams were a mix of multiple choice and essay questions. The overall grades on the exams this semester as compared to the Oceanography class were much better. Students still struggle over the multiple-choice questions. The essay questions were graded online like the assignments. This forces a delay in the time the students get their exam grade. However, it makes it more like the paper world. Students have a period of time to reflect on how well they did on the exam before they get their grade. The students seem to prefer this method rather than instantly knowing the results.

- Students. After the final exam, the students were given an opportunity to express their opinions of the class by answering questions – their likes and dislikes of the class, whether they learned anything from the class, etc. Most students answered that they liked the class for the convenience of not having to attend a lecture; that they could learn at their own pace. Those who did not like the format commented that they lacked the discipline to work at the course on their own. A couple of students preferred the lecture method. Since ten students dropped the class, it would seem that those students preferred the lecture method as well.

Most students felt that they learned through the Threaded discussions. They liked being able to read material and then express their opinions about what they had read. They also liked to see what other students had to say about the same topic.

Most students liked the Assignments as a learning tool. It provided them with an avenue to do some research, and then apply what they had learned.

5. Next Step. The next step in the development of this online course is to prepare and issue a Pretest and Post Test to validate the learning.

Part IV – Meteorology ESM10011

No assessment of the meteorology class was done this school year. The Pretest/Post Test needs to be re worked. It is slated to be done in the Fall of 2002 and the same procedure will be followed as was done for Physical Geology.

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 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 each assigned project
- 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

The assessment of the Mathematics program has been revised this year. This year academic year (2001-2002) we have revised our program objectives and developed course objectives. In addition we have developed tables relating each course objective to the appropriate program objective. Between four and eight objectives were written for each of the mathematics courses. For each course and 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 2001
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. Seventy-one percent (71%) of the 147 students who initially enrolled in these upper-level courses were successful in passing with a D or better.

MTH 171 Calculus I-Golik
MTH 172 Calculus II-Soda
MTH 200 Introduction to Advanced Mathematics-Soda
MTH 303 Calculus III-Soda
MTH 321 Discrete Mathematics-Soda
MTH 330 Geometry –Colburn

| FALL | 2001 | | | | OBJECTIVES | | | | | |
Course	SECTIONS	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	NUMBER
MTH 171	2	85	77	77	70	70	72	64	X	45
MTH 172	1	73	74	71	68	50	64	81	X	21
MTH 200	1	79	73	89	X	X	X	X	X	9
MTH 303	1	67	61	59	75	56	X	X	X	22
MTH 321	1	74	77	81	88	X	X	X	X	13
MTH 330	1	100	86	90	90	95	86	80	X	12

Course	A	B	C	D	F	W,WP,WF,I,UW	TOTAL	Sections
MTH 171	12	8	17	3	5	14	59	2
MTH 172	7	2	7	0	2	5	23	1
MTH 200	2	3	3	0	1	4	13	1
MTH 303	8	6	3	2	2	5	26	1
MTH 321	6	1	3	0	1	3	14	1
MTH 330	10	2	0	0	0	0	12	1
	45	22	33	5	11	31	147	7

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
The student will:

FALL 2001	The student will:	BC	BST	LOGF	HISTD	APP	INTER	RCAD
OBJ1 85	Identify the graphs of linear, quadratic, exponential, trigonometric, and power functions, and to apply these basic functions to a variety of problems.	X						
OBJ2 77	Find limits both graphically and algebraically.	X	X	X				
OBJ3 77	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 70	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 70	Approximate the definite integral using limits.	X	X	X				
OBJ6 72	Apply the Fundamental Theorem of Calculus and the definite integral to a variety of applications and disciplines.	X			X	X		
OBJ7 64	Verify elementary proofs.			X				

Objectives MTH 172 Calculus II

FALL 2001	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 73	Evaluate definite and indefinite integrals in closed form.	X	X					
OBJ2 74	Approximate the value of definite integrals and estimate the accuracy of these approximations.	X	X	X				
OBJ3 71	Determine the convergence or divergence of improper integrals;	X	X	X			X	
OBJ4 68	Apply the concept of integration in areas such as geometry, probability, and physics.				X	X		
OBJ5 50	Understand and determine the convergence and divergence of sequences and series.	X	X	X	X		X	
OBJ6 64	Determine the Taylor approximation of a function.	X	X	X			X	
OBJ7 81	Solve basic differential equations.	X	X			X		
OBJ8 0	Develop models using differential equations	X				X		

Objectives MTH 200 Introduction to Advanced Mathematics

FALL 2001	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 79	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 73	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ3 89	Apply the axiomatic method to the foundations of number systems.	X	X	X			X	

Objectives MTH 303 Calculus III

FALL 2001	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	.SEM
OBJ1 67	Use the derivative and integral to analyze and use functions of one and several variables.	X	X					
OBJ2 61	Use Cartesian, polar, spherical, and cylindrical coordinates to represent points in the plane and space	X	X			·	X	
OBJ3 59	Use vectors to study and describe geometrical objects.	X	X			X	X	
OBJ4 75	Solve optimization problems for functions of more than one variable.	X	X			X		
OBJ5 56	Model motion in space using parametric functions	X	X					

OBJ6 0	Use vector fields to understand potential energy. and Conservation of energy	X			X	X		

Objectives MTH 321 Discrete Mathematics

FALL 2001	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 74	Use mathematical reasoning.	X	X					
OBJ2 77	Enumerate abstract objects.	X	X					
OBJ3 81	Work with discrete structures such as sets, permutations, relations, graphs, trees and finite state machines.	X	X			X	X	
OBJ4 88	Specify, verify and analyze algorithms	X	X	X		X	X	

Objectives MTH 330 Geometry

FALL 2001	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 100	Explain the properties of and devise models of an axiomatic system	X		X	X			X
OBJ2 86	State undefined terms, axioms, and prove theorems for an example of finite geometry	X		X				
OBJ3 90	State Euclid's Fifth Postulate and discuss statements that are logically equivalent to it.	X		X	X			
OBJ4 90	Compare and contrast Euclid's, Hilbert's, SMSG, and other models for Euclidean Geometry	X			X			

OBJ5 95	Discus the types of non-Euclidean geometries that result if other postulates are substituted for Euclid's Fifth Postulate and state undefined terms, axioms, and develop a model for each type.	X			X			
OBJ6 86	Explain what is meant by neutral geometry, how this concept affects theorems involving congruence, parallels, and rectangles	X	X					X
OBJ7 80	Do proofs involving congruence, similarity, circles, triangles, etc. using the SMSG postulates for plane geometry			X				

Spring 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. Seventy-eight percent (78%) of the 115 students who initially enrolled in these upper-level courses were successful in passing with a D or better.

MTH 171 Calculus I-Golik
MTH 172 Calculus II-Soda
MTH 200 Introduction to Advanced Mathematics-Soda
MTH 303 Calculus III-Golik
MTH 311 Differential Equations-Golik
MTH 315 Linear Algebra I-Soda
MTH 341 Mathematical Statistics I-Kohler
MTH 330 Geometry –Colburn

SPRING 2002		OBJECTIVES								
Course	SECTIONS	OBJ1	OBJ2	OBJ3	OBJ4	OBJ5	OBJ6	OBJ7	OBJ8	NUMBER
MTH 171	1	77	50	47	69	65	59	54	X	22
MTH 172	2	77	76	69	68	62	64	33	X	27
MTH 200	1	65	67	72	51	32	X	X	X	15
MTH 303	1	93	83	82	80	X	85	69	X	11
MTH 311	1	76	97	84	68	86	60	80	X	12
MTH 315	1	55	56	72	78	86	X	X	X	4
MTH 341	1	90	78	77	83	X	X	X	X	13

SPRING 2002						**GRADES**			
Course	A	B	C	D	F	W.WP.WF.I.UW	TOTAL	Sections	INSTRUCTOR
MTH 171	3	7	5	3	4	2	24	1	GOLIK
MTH 172	7	7	4	3	2	8	31	2	SODA
MTH 200	1	6	3	2	0	2	14	1	SODA
MTH 303	7	1	2	1	0	1	12	1	GOLIK
MTH 311	5	3	4	0	1	1	14	1	GOLIK
MTH 315	0	3	0	0	1	0	4	1	SODA
MTH 341	4	2	4	3	0	3	16	1	KOHLER
	27	29	22	12	8	17	115	8	

Objectives for MTH 171 - Calculus I

SPRING 2002	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 77	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 50	Find limits both graphically and algebraically.	X	X	X				
OBJ3 47	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 69	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 65	Approximate the definite integral using limits.	X	X	X				
OBJ6 59	Apply the Fundamental Theorem of Calculus and the definite integral to a variety of applications and disciplines.	X			X	X		
OBJ7 54	Verify elementary proofs.			X				

Objectives MTH 172 Calculus II

SPRING 2002	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 77	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 69	Determine the convergence or divergence of improper integrals;	X	X	X			X	

		CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ4 68	Apply the concept of integration in areas such as geometry, probability, and physics.				X	X		
OBJ5 62	Understand and determine the convergence and divergence of sequences and series.	X	X	X	X		X	
OBJ6 64	Determine the Taylor approximation of a function.	X	X	X			X	
OBJ7 33	Use basic vector operations in 2 space and 3 space.	X	X			X		

Objectives MTH 200 Introduction to Advanced Mathematics

SPRING 2002	The student will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 65	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 67	Use the basic structure of mathematics consisting of Axioms, Definitions, Theorems and Proof.	X	X	X	X		X	
OBJ3 72	Use the basic elements and algorithms of number theory.	X	X	X			X	
OBJ4 51	Use mathematical induction							
OBJ5 32	Use recursion in definitions, algorithms and proofs.							

Objectives MTH 303Calculus III

SPRING 2002	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 93	Use vectors to study and describe geometrical objects.	X	X					
OBJ2 83	Use the derivative and integral to analyze and use functions of one and several variables.	X	X				X	
OBJ3 82	Solve unconstrained and constrained optimization problems	X	X			X	X	
OBJ4 80	Use integrals in Cartesian, polar, spherical, and cylindrical coordinates	X	X			X		
OBJ5 0	.Model motion in space using parametric functions	X	X					
OBJ6 85	Apply vector fields to model flows and fluxes	X			X	X		
OBJ7 69	Use the three fundamental theorems of multivariate calculus in computations							

Objectives MTH 311 Differential Equations

SPRING 2002	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 76	Solve and apply differential equations (DEs) of order one.	X	X					
OBJ2 97	Apply numerical methods to obtain approximate solutions to DEs	X	X				X	
OBJ3 84	Solve linear DEs with constant coefficients of order 2.	X	X			X	X	
OBJ4 68	Apply linear DEs of order 2 to vibration problems.	X	X			X		
OBJ5 86	Solve systems of linear DEs	X	X					

		CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ6 60	Apply systems of linear DEs to electric circuits and to networks.	X			X	X		
OBJ7 80	Compute Laplace transforms and their inverses.							
OBJ8 0	Apply the Laplace transform method to solve DEs.							

Objectives MTH 315 Linear Algebra

SPRING 2002	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 55	Support mathematical statements with proofs	X	X					
OBJ2 56	Use the axioms of a vector space as a basis for these proofs	X	X				X	
OBJ3 72	Perform vector operations	X	X			X	X	
OBJ4 78	Perform matrix operations	X	X			X		
OBJ5 86	Solve linear systems of equations by several methods	X	X					
OBJ6 0	Calculate eigenvalues of linear transformations and matrices	X			X	X		
OBJ7 0	Use eigenvalues to interpret transformations geometrically							

Objectives MTH 341 Probability & Mathematical Statistics I

SPRING 2002	The students will:	CONC	SKAT	LOGF	HISTD	APPL	INTER	SEM
OBJ1 90	Summarize and display data	X	X					
OBJ2 78	Develop mathematical models to describe random experiments	X	X				X	
OBJ3 77	Develop the theory of these mathematical models	X	X			X	X	

| OBJ4 83 | Use mathematical models to compute the probability of events | X | X | | | X | | |

Actions

The process of developing objectives revealed ambiguities and inconsistencies. In some cases ambiguous course objectives were modified between the Fall and Spring Term.

Omissions revealed by our tables relating course objectives to program objectives will be remedied next year. For example only one course (MTH 330 Geometry) had course objectives, which support the program objective (SEM) " read and communicate mathematics independently".

Plans for the next cycle assessment

6. Review the course objectives where needed.
7. Review Syllabi and relate course objectives to program objectives.
8. Make our program as well as our course objectives available to students as a part of our syllabi.
9. Plan to improve our data by assigning weights to course objectives as well as program objectives.

PSYCHOLOGY

Lindenwood University Psychology Program – 2001-02 Assessment

Psychology Program Mission Statement

The Lindenwood Psychology Program provides students with various opportunities to (a) investigate the human mind and the behavior of animals and people from several philosophical and pragmatic perspectives; (b) comprehend, retain, apply, analyze, synthesize, and evaluate the chief findings, concepts, principles, and theories of psychology, with an appreciation of their historical contexts; (c) prepare for graduate study in psychology and related fields or for entry-level jobs in business and the social services; (d) develop stronger personal and social values through intellectual and character-maturation experiences.

Review of Assessment Procedure

Fundamentally we used the same assessment system as we have been conducting since 1999, but we added two new analyses, described below. The basic assessment method was:

We tested the psychology majors who were completing their senior capstone class, Advanced General Psychology. We wrote an effective, comprehensive test containing incisive questions. Every full-time faculty member in the Psychology program contributed to the item pool, and we reviewed the clarity and quality of the items as a team. Although some of the questions were relatively easy, we considered the majority of the items to be moderately to extremely challenging. The general difficulty of this examination is probably greater than that of the GRE subject-matter (Advanced) test in Psychology. We wanted the test to be challenging, and we hoped that the substantial length of the test and careful development of questions would ensure both the reliability and the informativeness of the device. The 100 multiple-choice questions assessed achievement in the following content areas, and were designed to tap the following cognitive processes (à la Benjamin Bloom) and intelligences (à la Howard Gardner):

> *Content fields*: abnormal, social, sensation and perception, biopsychology, learning, motivation, memory and cognition, statistics, personality, intelligence
> *Cognitive processes*: knowledge, comprehension, application, analysis, synthesis (evaluation not

included)
Intelligences: verbal-linguistic, logical-mathematical.

We examined possible correlates of exam scores to determine whether any particular dimension of the students' academic experience was predominantly associated with their test scores. (This year we considered overall college grade-point average and grade in Lindenwood's Social Science Statistics course.) In 1999, we had also looked at the correlation of the test scores with total semester hours in natural science and mathematics, total semester hours in psychology, and grade-point average in natural science and mathematics. We dispensed with these predictors in 2000 and 2001, however, because they proved to be far less predictive than the three retained variables mentioned above.

Our assessment of the predictors of success on the comprehensive psychology test rested upon the following assumptions:

- To the extent that students' success in their major is a result of their individual talents and efforts within a university context, the scores on a comprehensive measure of knowledge in a field of study should be correlated with the students' overall grade-point averages (GPAs).
- To the extent that students' success in their major depends on mastery of courses in that field, the scores on a comprehensive test in that major should be correlated with the students' GPAs in the major area
- To the extent that a students' success in their major is a function of a combination of Logical-Mathematical intelligence and academic motivation, their scores on a comprehensive test in that major should be correlated with grades in a course known to assess students along those crucial dimensions. This assumption generates the expectation that grades in Social Science Statistics should be strongly correlated with the test scores.

New Analyses for 2001-02

1.	Based on last year's action plan, we added 10 items to the comprehensive assessment instrument, bringing the total number of items to 110. The test had not included questions designed to measure the cognitive skill of Evaluation. Consequently, all 10 of the new items were intended to tap that process – five via the Verbal-Linguistic modality and five through the Logical-Mathematical modality.

2.	We also decided to administer to our Advanced General Psychology class the same general-education instrument that we use to assess learning in our freshman course, Principles of Psychology. Both the freshmen and the Advanced General students took that test during the first week of the term. That timing allowed us to compare the junior and senior psychology majors to the relative "blank slates" that populate the Principles of Psychology course, to ascertain just how far the majors had progressed by the time they were ready to take their capstone course (i.e., Advanced General). The general-education instrument enabled us to examine achievement not only in basic content areas, but also in three fundamental competency categories: Basic Knowledge (retention and comprehension), Application, and Higher Processes (analysis and evaluation).

Earlier Years' Assessment Results

Overall Scores
In the previous instances of this assessment system, the students attained an average score of about 63%. Since a large number of the test questions were intentionally devised to tap higher cognitive operations, we felt that the students, as a group, performed strongly in this trial. Of course, this conclusion is justified only to the extent that performance was as strong, or nearly as strong, on items assessing higher processes as on questions that required only basic retention and understanding of ideas. This consideration led to the next part of our analysis.

Scores by Cognitive Operations and Intelligences
The 1998-99 results showed that the students tended to find the Logical-Mathematical items more difficult than the items requiring Verbal-Linguistic reasoning. The former generally called for a more abstract grasp of principles. The various cognitive processes assessed appear to have functioned at a relatively consistent level of effectiveness, with Application being just slightly lower than the others. An examination of the process/intelligence-type combinations revealed that the students managed test questions tapping more advanced processes slightly better than those assessing more elementary operations when Verbal-Linguistic capacity was evoked. However, Application

and Analysis operations fared more poorly than basic Comprehension when Logical-Mathematical prowess was necessary for successful responding.

Scores by Content Areas

The previous years' content area means generally ranged between about 50% and about 70% and were remarkably similar, except for the trend toward somewhat lower scores in Sensation and Perception and Abnormal Psychology. The lower average in Abnormal (around 50%) was as surprise, since that subject matter is of great interest to the majority of students, and most of them do not consider the material particularly difficult. The mean core in Sensation and Perception (50%) was also fairly low, which was not a surprise (in view of the fact that the student receives little exposure to that topic in our curriculum).

Conclusions from 1999

The outcomes of our new approach to assessment were somewhat informative, and they suggested the following conclusions and actions:

1. It is possible and useful to employ a well written multiple-choice exam to assess students' mastery of various areas within a college major and, at the same time, gauge how well they can bring different kinds mental operations and skills to bear on the subject matter.
2. Our test served adequately as a first-time assessment device aiming at some sophisticated measurement objectives, but we will need to evaluate the effectiveness of certain test items, particularly the set representing Abnormal Psychology.
3. Our students performed strongly on a very challenging test, and demonstrated that our psychology curriculum is effective in conveying the important principles of the discipline.
4. In the realm of Verbal-Linguistic intelligence, our students exercised higher mental operations as competently as more fundamental skills.
5. The students did less well in the more abstract realm of Logical-Mathematical intelligence, and the students' Application and Analysis processes were slightly less effective than we would like to see.
6. **Action for Learning Enhancement**: In our courses, we will allocate more time and effort to logical analyses and applications of principles and concepts.
7. Correlational analyses of our data strongly suggest that most important factor underlying success in our psychology program is individual variation in general academic intelligence and motivation, as represented by overall GPA.
8. There seems to be a small specific effect of exposure to and success in psychology courses, but it is dwarfed by the impact of more general motivational and intellectual differences.
9. **Action for Learning Enhancement**: As the mentors of these diversely talented students, our job must be one of identifying individual strengths, shaping educational experiences around those profiles, and motivating the students to make the most of their unique assets B both in college and in their careers.

Specific Actions Taken to Strengthen Learning Within the Psychology Classes

Based on the 1998-99 assessment, we planned to introduce or augment teaching methods that would for the increase the students' development of Application and Analytical processes and use of Logical-Mathematical intelligence in the discipline of psychology. Specifically, the following strategies and tactics were implemented in many of our classes:

1. **Construct-linking tactic**: In lectures we applied construct-linking questions and discussions, so that students would develop a tendency to analyze the essential components of a concept or finding and see how different theories are conceptually connected. For example, how is positive reinforcement similar to natural selection? How is statistical hypothesis testing like signal detection?
2. **Critical-review tactic**: In Experimental Psychology, we gave the students the assignment of finding, reviewing, and analyzing articles on psychological research, with an emphasis on identifying central research concepts in context.
3. **Small-group discussion strategy**: In other courses, we employed focused discussion groups to analyze situations and apply psychological concepts that the students were studying.

Expectations Based on Changes in Pedagogical Methods

If our pedagogical efforts brought about the intended improvements, we expected to see the following outcomes:

1. The mean scores should increase in the skills of Analysis and Application, as well as in Logical-Mathematical intelligence.
2. If learning-enhancement strategies and tactics used specifically in the Psychology courses have a distinctive impact and the students' comprehensive test scores, then the correlation of Psychology GPA with the comprehensive test scores should be stronger than the correlation of Overall GPA with those scores.
3. If Logical-Mathematical intelligence is specifically affected by our focus on that kind of intelligence in our daily classes, and if individual differences on the comprehensive test are primarily a reflection of that cognitive domain, then there should be an increase in the correlation between a measure of that kind of intelligence -- viz, grades in Social Science Statistics and scores on the comprehensive test (relative to the 1998-99 correlation). This expectation assumes that giving greater attention to logical analysis in our classes would accentuate individual differences in that type of ability; and that there would be a resultant increase in the dispersion of scores on the comprehensive test.

Results and Conclusions for 1999-00 and 2000-01

The outcomes for 2000-2001 were mainly in line with our expectations, as the tables below show.

Our 2000 and 2001 conclusions differed from the 1999 conclusions in the following ways:
1. The students' ability to effectively exercise analysis and application skills increased noticeably between 1999 and 2000, but the logical analysis scores dropped between 2000 and 2001.
2. The effect of successful learning in Psychology courses, as represented by students' Psychology GPA, continued to play an important role in predicting mastery of the field than was true last year. The clear implication is that we university teachers can have a substantial positive effect on student learning by using the right kinds of methods in their classes.
3. We cautiously suggested that the modified teaching methods appear to by producing the anticipated results. That is, our placing more emphasis on higher cognitive skills in our classes seems to have helped strengthen the students' grasp of the more sophisticated concepts in the field of Psychology. But we were puzzled and frustrated by the significant drop in the logical/ analysis scores between 2000 and 2001. Interestingly, at the same time that the logical/analysis scores fell, the logical/comprehension scores increased noticeably. It seemed as though the students were allocating their maximum "mental energy" to this capstone course, such that a noticeable increase on one modality/competency combination necessitated a corresponding performance decrease in another modality/competency combination!
4. We decided to continue the "Specific Actions Taken to Strengthen Learning Within the Psychology Classes" emphasized after the 1999-00 assessment – viz., increase the use of construct-linking, small-group discussion, and analytical reviews in our courses –
    and explore additional in-class strategies and tactics to induce higher cognitive processing of material

The 2001-02 Outcomes and Comparisons

Scores by Content Areas
This year's content area means ranged from 56% to 85%. Once again, there is fair uniformity in the subscores across content domains, except that mastery remains exceptionally solid in Personality and marginal in Sensation and Perception. The grand mean of the test was 66.64%, which is a mildly encouraging improvement over the previous three years.

MEAN PERCENT CORRECT ON THE **COMPREHENSIVE PSYCHOLOGY TEST** FOR EACH AREA
ASSESSED BY THE TEST

Content Area	1998-99	1999-2000	2000-01	2001-02
Intelligence	67%	63%	61%	68%
Social Psychology	71%	65%	69%	65%
Learning	68%	64%	66%	68%
Memory	69%	66%	65%	70%
Motivation	53%	62%	59%	58%
Personality	71%	70%	80%	85%
Abnormal Psychology	51%	54%	64%	68%
Biopsychology	64%	63%	49%	63%
Sensation and Perception	50%	59%	56%	56%
Behavioral Statistics	61%	66%	68%	65%
GRAND MEAN	**62.68**	**63.19**	**63.59**	**66.64**

Scores by Cognitive Operations and Intelligences
The overall mean score for spring 2001-02 was slightly higher than it had been in previous years, and, gratifyingly, the students tended to perform better in answering the Logical-Mathematical items this year – relative to both the same kinds of processes in previous years and the Verbal-Linguistic processes this year. This noticeable change is consistent with our expectations based on the pedagogical changes that we have implemented across the last two years to enhance Logical-Mathematical reasoning and the higher cognitive operations. In particular, this year's group showed somewhat better performance on Application questions within a Logical-Mathematical modality, and appreciably higher scores on Analysis items within that modality. Comprehension within the Logical-Mathematical sphere remained strong at 85% correct. This is the first year in which we have a reasonable amount of confidence that the modified teaching methods are producing the anticipated results. That is, our placing more emphasis on higher cognitive skills in our classes seems to have perceptibly helped strengthen the students' grasp of the more sophisticated concepts in the field of Psychology. It should be noted that the students generally tended to perform better on the Comprehension and Analysis questions requiring Logical-Mathematical processes than on items tapping verbal intelligence along. It is also noteworthy that performance on the questions measuring the Evaluation competency in the Logical-Mathematical modality was considerably lower than the other modality/competency combinations.

MEAN PERCENT CORRECT FOR EACH PROCESS/INTELLIGENCE-TYPE COMBINATION: Spring 1999 to
Spring 2002

Verbal-Linguistic Intelligence	1999	2000	2001	2002
Knowledge	63.89	63.70	66.05	66.74
Comprehension	62.50	63.52	56.90	65.00
Application	70.09	68.52	67.67	65.91
Analysis	68.45	64.81	71.84	68.83
Synthesis	71.43	77.78	72.41	63.64
Evaluation	——	——	——	64.55

Logical-Mathematical Intelligence	1999	2000	2001	2002
Comprehension	69.29	69.63	86.90	85.45
Application	49.70	53.70	50.29	56.44
Analysis	52.38	75.56	55.17	69.70
Evaluation	___	___	___	33.64

Grand Mean[1]	1999	2000	2001	2002
	62.68	63.19	63.59	66.64

Predictors of Success on the Comprehensive Psychology Test

The linear correlation coefficients (Pearson *r*) for the relationships between several variables and the test scores are shown below. Once again, grade in Social Science Statistics and overall college GPA were significant predictors of the total score on the comprehensive psychology exam. It seems that the processes tapped and nurtured in Social Science Statistics are prototypical of the "higher cognitive processes" that we're working so hard to boost in our psychology curriculum.

Predictor	Linear Correlation* With the Test Scores			
	98-99	99-00	00-01	01-02
Grade in Social Science Statistics	.69	.91	.68	.89
Overall College GPA	.66	.53	.63	.52
Psychology GPA	.65	.82	.57	N/A
Natural Science & Mathematics GPA	.58	N/A	N/A	N/A
Number Psychology Courses Taken	.35	-.07	N/A	N/A
Number of Science and Mathematics Courses	.23	N/A	N/A	N/A

*All correlations are statistically significant, except .23 and -.07. The .35 is marginally significant.

Comparison of Juniors and Seniors vs. Freshman on the General Education Instrument

The tables shown below clearly indicate that systematic exposure to the psychology curriculum over a period of one to three years produces significant learning in the various content areas of the field, as well as augmenting the ability to intelligently analyze and apply central principles and concepts. We expected the upperclassmen vs. freshmen difference to be greatest for the Higher Processes competencies, if our focus on teaching students to think with the concepts had been successful. Indeed, the results speak for themselves.

MEAN PERCENT CORRECT ON GENERAL EDUCATION PSYCHOLOGY TEST – CONTENT AREAS

	Research Methods	Bio-psychology	Perception	Learning	Memory	Intelligence	Motivation	Personality	Abnormal	Social	Overall
Upperclassmen	86.50	56.00	53.00	67.50	64.00	51.00	59.00	67.00	69.50	78.50	65.20
Freshmen	43.10	35.60	34.40	48.30	40.20	28.9	36.10	36.70	32.90	41.10	37.75

MEAN PERCENT CORRECT ON GENERAL EDUCATION PSYCHOLOGY TEST – COGNITIVE COMPETENCIES

	Basic Knowledge	Application	Higher Processes
Upperclassmen	63	68	71
Freshmen	38	45	35

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[1] To maintain straightforward comparisons from year to year, the new Evaluation items were not included in the computation of the grand means.

2001-02 Conclusions and Action Plan

Combined with the results of the prior years' assessments, this year's data suggest the following conclusions and recommend the following actions:

1.   Our Psychology majors again performed impressively on a challenging test of subject matter mastery that required the use of higher thinking in addition to retention of factual material -- once again, attesting to the general effectiveness of our Psychology curriculum.

2.   In the realm of Verbal-Linguistic intelligence, our students exercised higher mental operations as effectively as more fundamental skills. This suggests that our students develop their higher thinking skills as well as their general faculties of retention and comprehension permit. That is, they are reaching a developmental level at which they reason as well as they can remember and grasp the material used in that reasoning.

3.   The students tended to do less well in the more abstract realm of Logical-Mathematical intelligence, except with the cognitive process of Comprehension, which was notably higher than any other cell in the table.

4.   The students exhibited satisfactory ability to correctly evaluate (i.e., compare, assess, and judge) theories and procedures in the Verbal-Linguistic realm, but need to develop their evaluative skills further in the Logical-Mathematical modality.

5.   Our concerted effort to boost higher processes in some of our key classes appears to be paying off, as evinced by a noticeably larger increment in overall scores this year and by the fact that our upperclassmen differed most from freshman on the higher thinking skills.

6.   **Action for Learning Enhancement**: In our courses, we will continue to allocate substantial time and effort to logical analyses and applications of principles and concepts, but we must explore as yet untried supplemental methods to augment those skills more effectively. Specifically, we plan to:
     a.   Prepare and assign application and evaluation problems in some of our classes, so that students will be induced to specifically think about the meaning and appropriate application of key principles and concepts.
     b.   Have students critically evaluate actual research articles in our Research Methods courses.
     c.   Emphasize and revisit the experimental method more often in most of our classes, accentuating the logic of the method and associated conclusions.
     d.   In Abnormal Psychology, we will start using a new book covering evaluative thinking and controversies. We will build evaluative-thinking assignments around this material.

7.   Correlational analyses of our data continue to suggest that an important factor underlying success in our psychology program is individual variation in general academic intelligence and motivation, as represented by overall GPA.

8.   **Action for Learning Enhancement**: We will continue to identify individual strengths within students, shape educational experiences around those profiles, and encourage the students to make the most of their unique assets -- both in college and in their careers.

9.   **Action for Learning Enhancement**: We will explore additional in-class strategies and tactics to induce higher cognitive processing of material. Also, we will continue to use construct-linking, small-group discussion, and analytical reviews in our courses. These techniques seem to benefit higher cognitive operations, relative to the less focused pedagogical tactics we had been employing before 1999-00.

10. **Action for an Improved Assessment Process**: We will revise the assessment instrument to increase the clarity and informativeness of particular items, increase the number of items from 110 to 150. We will also attempt to add a few more items that assess the skill of synthesis.

SOCIOLOGY AND ANTHROPOLOGY

Sociology and Anthropology Assessment 2001-2002

GOALS: 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.

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 Helping Profession Option:

If a student indicates that they are interested in a career in the helping professions in applied sociology or applied anthropology or related fields, we would require at least one internship in a specific community organization. This internship brings theory and knowledge of sociology or anthropology into practice. The internship would be evaluated and monitored by the supervisor in the organization and by the faculty in our department. This joint evaluation would attempt to measure the communication skills and abilities of the student that are needed to become useful in the helping professions.

The Theoretical Option:

If a student indicates that she or he is interested in graduate work in the fields of sociology or anthropology, we require a senior-level course that would focus on developing theoretical and analytical skills. Students would be required to write an extensive research paper comparing a classical social theorist (such as Durkheim, Marx, or Weber) with a contemporary social theorist. This would help demonstrate how well the student understands the foundations of social theory and its contemporary directions. This would be an important means of assessing whether or not a student would be able to perform in a graduate school setting in sociology or anthropology.

A Universal Requirement

The Sociology and Anthropology areas keep a portfolio of all of the significant papers written by majors in their courses in the department. We believe that these will become important indicators of a particular student's progress in the development of her or his skills and abilities.

OTHER ANCILLARY OBJECTIVES OF THE SOCIOLOGY AND ANTHROPOLOGY PROGRAM

<u>Basic Concepts</u>

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.

Students will demonstrate knowledge of how sociologists attempt to explain human behavior and institutions.

Students should be able to distinguish a sociological generalization from "common sense" understandings of society.

Students will demonstrate knowledge of the basic concepts of culture and society as used by social scientists.

Students should understand the distinctions among the concepts of material culture, symbols, norms, values, subcultures, ethnocentrism, and cultural relativism.

Students should understand the differences among hunting-gathering, tribal horticultural and pastoralist, agrarian, and industrial societies.

Students will demonstrate a knowledge of the concept of socialization as it relates to the nurture-nature controversy in the social sciences.

Students should understand the relationship of family, peers, school, and the mass media and socialization processes.

Students should understand the concepts of status and role as used by social scientists.

Students should understand the difference between primary and secondary groups; and the research conducted by sociologists on these groups.

Students should understand the different types of sociological explanations for deviant behavior.

Students should understand the differences between closed, caste-based societies and open, class societies, and the implications these societies have for social mobility.

Students should understand the various sociological explanations for social stratification and poverty in their own society.

Students will demonstrate knowledge of the differences between race and ethnicity, sex and gender, and other distinctions between biological and sociological categories.

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.

Students should understand the causes and consequences of the "Graying of America."

Students should understand basic worldwide demographic trends and the consequences for urbanization.

SOCIAL THEORY FOR THE SOCIOLOGY AND ANTHROPOLOGY STUDENTS

Students should have a good understanding of the differences between structural-functional, conflict, and symbolic interaction theories in sociology.

Students should have an understanding of the differences between unilineal evolutionary theory and diffusionism as

early explanations of societal change.

Students should have knowledge of the major classical theorists in both sociology and anthropology such as Comte, Spencer, Durkheim, Marx, Weber, Parsons, Boas, Margaret Mead, George H. Mead, Benedict, and White.

Students should have an understanding of the contemporary views of societal change: modernization, dependency, and
world systems theory.

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.

Students should understand "objectivity" and the limitations of objective research in the social sciences.

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.

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.

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.

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.

ASSESSMENT OF SOCIOLOGY AND ANTHROPOLOGY MAJORS
Academic Year 2001-2002

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 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

Three students graduated with a Sociology or Anthropology degree during the 2000-2001 academic year. 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 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,"

Two of the three students who majored in sociology or anthropology were evaluated as having "excellent" portfolios. In these sociology majors student portfolios, there was a very high level of competence with a good grasp of critical analysis. One other sociology major student portfolio was also evaluated as "Good." Two of the students had a dual major in sociology and psychology. One of the students received honors in sociology. Her portfolio was ranked as "excellent."

OUTCOME: Portfolio Assessment for Sociology and Anthropology
three graduating students.

Excellent	66% (2)
Good	33% (1)
Average	0 % (0)
Poor	0% (0)

Post-graduate Plans
Post-graduate plans for these graduates include:

Graduate School: 3

Employment: 0

Other Plans: 0

Two of these students had a double major in psychology and sociology and the will both pursue their M.A. in counseling in Lindenwood's counseling program. One of the students will work toward her doctorate in forensic psychology.

Future Plans for Assessment for Sociology and Anthropology

The students who focus on Sociology or Anthropology will be those students who want to develop a research or teaching career in those areas. With these students we will maintain our portfolio collections for evaluations. We do not expect those programs to grow substantially.

Again, as we mentioned last year, we need to continue to perfect our collection of papers for incorporation into the portfolios. We did not gather a couple of papers from our students, when we should have. It took some time to actually gather these materials together. Students 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.

Unlike our situation four years ago we no longer face the problem regarding the demands for a different type of education for different orientations for our students; that is the difference between our applied students and our more theoretical students. In the past, in particular in our theory and methods courses, which are the most abstract courses in our curriculum, the students who were in sociology with an emphasis on the applied areas, were not particularly interested in the theoretical or methodological developments within sociology. In general, we no longer need to work on demonstrating how the theoretical and methodological aspect of sociology has a practical dimension to it. However, we still maintain that in assessing any type of data, theory and method students will need to develop their critical thinking skills.

The research methods course will introduce the students to the critical analysis of both quantitative and qualitative data.

Management Division

Management Division Outcomes Assessment Program and results from first pre-test/post-test for Management Division Courses within the General Education Program—May 2002

This is program is two areas within the Management Division courses and programs: 1)a pre-test/post/test format for evaluation, and; 2)a guideline for including objectives in both undergraduate and graduate Management Division course syllabuses

PART ONE—Pre-Test/Post-Test Format

1) Management Courses within the General Education requirement. May be found under General Education; Social sciences.

2) Management Division Majors: Pre-Test/Post-Test Format

A)Political Science and Public Management majors

Students will take the pre-test during a PS 300-level course and the post-test during the PS 370-Government Research course. Since PS 300-level courses are offered on and every other year basis (except for BA/PS 313—Public Finance). The intention is that juniors taking a PS 300-level course, who are declared Political Science or Public Management majors, will be the only students taking this pre-test—those are the same students who will be required to take the PS 370—Governmental Research course. The pre-test and post-test will consist of 45 multiple choice questions. Three categories (15 questions each) will be tested:

  A)Substantive Knowledge (e.g., Who are the two United States Senators representing Missouri?)
  B)Foundation Government Knowledge—(e.g., Drawing on an American Government: The States course the following might be asked: Reapportionment refers to what?)
  C)Political Science/Public Management Program Knowledge (e.g., If the Democrats believe that higher turnout rates benefit them as the polls, then what proposed election law are they more likely to support?)

OBJECTIVES

To compare and contrast the relationship between Substantive Knowledge and Foundation Knowledge and between both Substantive and Foundation Knowledge and Program Knowledge. Do students with higher levels of Substantive and Foundation Knowledge do better on Program Knowledge?

B)All Other Management Division majors

Students who are declared Management Division majors (except Political Science and Public Management), will take the pre-test during the BA 330-Principles of Management course and the post-test during the BA 430-Management Policy course. The pre-test and post-test will consist of 45 multiple choice questions. Three categories (15 questions each) will be tested:

  A) Substantive Knowledge (e.g., CPI refers to what?)
  B) Foundation Business Knowledge (A sample question might be: The decision- making body of the Federal Reserve Board is called what?)
  C) Management Program Knowledge (A sample question might be: Financial ratio analysis refers to what?)

OBJECTIVES

To compare and contrast the relationship between Substantive Knowledge and Foundation Knowledge and between both Substantive and Foundation Knowledge and Program Knowledge. Do students with higher levels of Substantive and Foundation Knowledge do better on Program Knowledge?

Evaluation at the graduate level consists of two parts: 1)A Pre-Test and Post-Test as described below, and; 2)Division-Wide Goals that will be included in each syllabus. These goals are meant to address "skill" and "tool" issues that transcend any particular course.

Pre-Test and Post-Test

Students will take a pre-test in either MBA 541—Organizational Behavior & Development or MBA 594—Public Management: Principles, Applications, and Ethics (depending on their particular concentration within the MBA program). The post-test will be administered in either MBA 601—Business Policies & Strategies or MBA 593—Governmental Budgeting (again, depending on their particular concentration within the MBA program).

The pre-test/post-test format will consist of 45 multiple choice questions. Three categories (15 questions each) will be tested:

A)Substantive Knowledge (e.g., For the MBA 541/601 the following might be an
   example: The money supply refers to what? For MBA 594/593 the following
   might be an example: Privatization refers to what?)
B)Well-Known Writers, Theorists, and Policymakers (e.g., For the MBA 541/601 the
   following might be an example: Peter Drucker is known for his writings on what?
   For the MBA 594/593 the following might be an example: W. Edwards Demming
   is known for what?)
C)Deductive Reasoning—the use of "If...Then" statements. (e.g., For MBA 541/601
   the following might be an example: If Standard and Poor's drops it's bond rating,
   then bondholders normally demand what? For MBA 594/593 the following might
   be an example: If the Environmental Protection Agency (EPA) moves in the
   direction of loosening Federal government environmental protection standards,
   then state governments can do what?)

OBJECTIVES

To compare and contrast the relationship between Substantive Knowledge and Well-Known Writers, Theorists, and Policymakers and between both Substantive Knowledge and Well-Known Writers, Theorists, and Policymakers and Deductive Reasoning.

PART TWO—Management Division Guidelines for the Writing of Objectives to be included in Course Syllabuses

A)Each Undergraduate Course Syllabus, preferable 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.

PS 155—American Government: The Nation

The objectives of this course are the following:
1)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 are hyperlinked 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 the variety of state and local elections, addressing both candidates and issues in 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.

Basics of the Objectives Section in the Syllabus

1) Management Division faculty will need to expand on the objectives—not the number per se, but the relationship of an objective to course content.

2) The accrediting team will be interested in linkages—how your objectives fit in with what you are teaching and how you design examinations and create assignments with the intention of meeting your objectives.

B) Each Graduate Course Syllabus (for both Full-Time and Part-Time Faculty) will include the following statement addressing course objectives

At the beginning of each syllabus the following italicized statement will be included:

The following are objectives, which are integrated into this course, and are important to the overall graduate programs offered by the Management Division.

Research Tools

A good graduate program should help students develop research tools needed in both the writing of papers related to particular courses and are seen as important to how students apply their Lindenwood University degree in their occupations and careers. To this end, each course aims to help students develop an awareness and use of the Internet in intelligent ways (e.g., students are made aware of research engines, the availability of publications offered through various centers and research institutes and the range of journals and magazines available through EBSCO).

Writing Skills

A good graduate program should help students develop more competent writing capabilities. To this end, while particular courses within the graduate program are more inclined to require the writing of papers, this goal is important to the division as a whole. Good writing is defined as consisting of critical reading, analytical thinking, and clear writing. Critical reading refers to students demonstrating that in their writing assignments, that they can address both praise and criticism of required readings in more than superficial ways (e.g., what precise criticisms do students have regarding a particularly book, article, or monograph). Analytical thinking refers to the capability to compare and contrast (e.g., how does a particular book, article, or monograph compare or contrast with a previously read book, article, or monograph). Finally, clear writing addresses clarity of thought and essay organization (e.g., did an essay assignment demonstrate that a student developed their argument or train of thought).

Quantitative and Statistical Skills

The various quantitative and statistical skills learned through several different courses will, when applicable, be integrated into this course. Students learn to feel comfortable and adept at using these skills when they are frequently placed in a position of having to use them.

Addressing the issue of feedback may take more than a year. For example, once division faculty division members have received the results of the pre and post tests then the question arises: Do glaring deficiencies stand out? Based on the results of the pre-test questions under Foundation Business Knowledge, for example, do we make changes in how certain Foundation Business Knowledge is presented to students in certain or a broad range of Management Division courses? Perhaps "changes" can be defined here as "reinforcement" or "repetition."

In the case of the pre-test/post-test format addressing the courses within the General Education requirement (BA 211—Microeconomics and PS 155—American Government: The Nation) it might be useful to find questions for the General Knowledge questions that have been administered to high school seniors. In this way we might be able to make a comparison between our students taking the pre-test for both Microeconomics and American Government: The Nation and how they compare with high school senior—just another basis for comparative analysis.

Accounting

The goals of the Accounting Major build upon the foundation of the general education and the general Business Administration components of the a liberal arts degree program at Lindenwood. The following additional goals and objectives are enumerated for the Accounting Major.

General Goals

1. Preparation of students to become professional accountants in diverse areas such as public accounting, management accounting, and governmental and nonprofit accounting.

2. Teaching students how to learn, in order to adapt to and thrive as an accounting professional in an environment of rapid change and globalization

Objectives for Accounting Major

1. Students will complete a basic curriculum in accounting which stresses the concepts of Accounting in a format which allows for later specialization at the undergraduate level through the selection of several undergraduate accounting electives or at the graduate level

2. Students will demonstrate competencies as detailed in the course syllabi in Accounting courses which provide a general framework in accounting. Selection of particular Accounting electives by students will affect the nature and extent of additional preparation for particular certification examinations, if desired by the students

3. Students will be prepared to begin professional accounting careers, to gain acceptance to graduate programs, and to begin the certification process

4. Students will demonstrate skill development in decision-making, information system design and use, financial information use and reporting, and knowledge of the profession, including ethical considerations through written assignments, case analyses, presentations, and test

Outcomes Assessment for the Accounting Department 2001-2002

Test Assessment

The Accounting Department will provide post exams in order to assess the achievement of the students' comprehension of the course material in BA 200 and BA 201.

- BA 200 courses totaled 142 students with a class average 76.60%. The standard deviation was 13.342.

- BA 201 courses totaled 156 students with a class average of 77.3%. The standard deviation was 12.1910.

<u>Action Plan for BA 200 and BA 201</u>

- The test assessment indicates the class is obtaining an average understanding of the course material. The accounting department can increase this average by encouraging students at attend the tutoring sessions that are available. This will reduce the deviation number, because the students will be made aware of the key issues in accounting. The professors' need to evaluate their time management in order to spend quality time on the basic accounting concepts. This will allow the student to build a greater base of knowledge as the more difficult concepts are discussed in the last half of the semester. The 2002 – 2003 year will consist of pre and post-test to evaluate the progress of the student.

<u>Survey Questions</u>

The department will design a follow-up program to monitor each student majoring in accounting. This will include the following questions:

- o   What courses were most helpful in passing the CPA exam?
- o   What were the strengths and weaknesses of the course selection compared to information on the exam?
- o   Were the three Financial Accounting courses adequate in preparing you for the exam?
- o   Did the course in Business Law adequately prepare you for the Law Exam?
- o   Was the Auditing course thorough, and what are some issues that need to be emphasized?
- o   Was the Governmental and Non-for-profit course beneficial in the ARE section of the CPA exam?
- o   What were the strengths and weaknesses for the Income Tax courses?
- o   What courses should be offered in order to assist in the preparation of the CPA exam?
- o   What changes should be made in the Accounting core courses to assist in the preparation of the CPA exam?

<u>Results from the Survey</u>

Results of the percentage of students who passed the CPA exam after graduation are not available at this time due to professional changes within the accounting department. The results of the weaknesses and strengths of the core courses in the accounting degree are listed below. The survey was given to three students who sat for the CPA exam May 7-8 of 2002. The results of the CPA exam will not be made available until August 9, 2002.

Weaknesses within the Accounting courses for preparation of the CPA exam are as follows:
- ➤   The students suggest that more emphasis be placed in the legal aspects of negotiable instruments, tort law, and the Uniform Commercial Code.
- ➤   The students felt unprepared for the managerial phase of the exam.

Strengths within the Accounting courses for preparation of the CPA exam are as follows:
- ➤   The courses in financial accounting effectively prepared the students with a basis for proper preparation of the CPA exam.
- ➤   Other strengths were: Governmental Accounting, Auditing, & Income Tax Accounting which assisted the students for the preparation of the CPA exam.

<u>Action Plan to Strengthen the Performance in the Upper-level Accounting Courses</u>

The Accounting Department will continue to improve the core courses, while adding material to assist the students in their preparation of the CPA exam. The department will assess the Cost Accounting course and conform the material to better prepare the student for the CPA exam.

Management Information Systems

The MIS major is built on the foundation of a generalist business background provided by the business administration curriculum. MIS majors pursue a wide range of professional careers in information systems development, microcomputer software/hardware support, end-user support and training.

General Goal for MIS Major

To prepare students for rapidly changing careers associated with computer-based information systems.

Objectives for MIS Major

1. Students will be able to demonstrate the level of proficiency in the use of selected programming languages that will enable them to obtain entry level programming positions.

   Supportive MIS courses:

   BA 342 Programming in Visual Basic
   BA 347 Advanced Programming in Visual Basic
   BA 343 Information Systems Programming in C++
   BA 340 COBOL Programming I
   BA 341 COBOL Programming II

2. Students will develop and demonstrate analytical and problem-solving skills through business oriented hands-on systems design and programming projects.

   Supportive MIS courses:

   BA 342 Programming in Visual Basic
   BA 347 Advanced Programming in Visual Basic
   BA 343 Information Systems Programming in C++
   BA 340 COBOL Programming I
   BA 341 COBOL Programming II
   BA 441 Database Design and Management
   BA 442 Principles of Systems Development

3. Students will be able to demonstrate the understanding of current methodologies and techniques used to develop information systems.

   Supportive MIS courses:

   BA 342 Programming in Visual Basic
   BA 347 Advanced Programming in Visual Basic
   BA 343 Information Systems Programming in C++
   BA 340 COBOL Programming I
   BA 341 COBOL Programming II
   BA 441 Database Design and Management
   BA 442 Principles of Systems Development
   COM 300 Advanced Web Page Design

4. Students will demonstrate the ability to integrate their knowledge of business and liberal arts in solving a wide range of information technology problems.

   Supportive MIS courses:

BA 441 Database Design and Management
BA 442 Principles of Systems Development
BA 443 Management of Information Technology
BA 449 Directed Study in MIS

5. Students will demonstrate a level of preparation appropriate for continuous graduate studies in the area of information systems.

Evaluation of the MIS Major

- Student portfolios
  BA 442 Principles of Systems Development is a capstone course required of all students majoring in MIS. It integrates the technical foundations and database design skills acquired through completion of previous MIS course requirements and as such can be used as a basis for evaluation of the major.

  Portfolios of student work in the course will be collected and maintained to assess the fulfillment of the MIS program objectives.

- Employment record
  Success of MIS graduates in finding employment in the information systems field will be tracked for assessment purposes.

BA 442 Principles of Systems Development is a capstone course used to assess the major and portfolios of students' course work are maintained on file.

Adjunct instructors Michael Query and Michael Sparks taught the course during the Summer Quarter 2001 and during Winter Quarter 2002.

4 students completed the course during the Summer Quarter 2001 – 3 of the students received a course grade of B, while 1 received a grade of D. Detail information about distribution of grades is not available.

17 students completed the course during the Winter Quarter 2002, 8 received a grade of A, 8 received a grade of B, and one received a grade of C.
The distribution of scores on midterm and final exams, and final projects is summarized in the table:

	Midterm exam	Project	Final Exam	Total Points	Course %
	140	150	150	440	440
1	84	135	108	327	0.74
2	85	135	114	334	0.76
3	103	115	118	336	0.76
4	116	137	132	385	0.88
5	111	135	142	388	0.88
6	122	115	122	359	0.82
7	100	133	110	343	0.78
8	118	133	140	391	0.89
9	82	105	122	309	0.70
10	106	135	114	355	0.81
11	118	115	134	367	0.83
12	136	135	132	403	0.92
13	124	135	126	385	0.88
14	112	135	118	365	0.83
15	109	133	136	378	0.86

16	122	133	130	385	0.88
17	110	135	130	375	0.85
AVERAGE	**78%**	**86%**	**83%**	**83%**	**83%**
STANDARD DEVIATION	14.94	9.93	10.42	26.34	0.06
MINIMUM	82	105	108	309	70%
MAXIMUM	136	137	142	403	92%

The criteria used when evaluating final course projects included quality and completeness of data model, process model and prototype, as well as quality of written summary/report and presentation.

The overall scores indicate satisfactory attainment of concepts and skills related to information systems analysis and design.

Since the management information systems major is contingent upon successful completion of core requirements for business administration degree, MIS students' performance in a capstone business course Management Policy (BA 430) is also tracked.

The success of MIS majors in obtaining employment related to the area of study is tracked for assessment purposes – May 2002 graduates of the program are currently interviewing with potential employers and employment data will be collected as it becomes available.

Political Science/Public Management
Pre-Law

Goals

The program faculty have multiple goals which they hope and expect students to attain. These may be divided into two categories: those for students who take courses in the program as part of their General Education requirements and those for students who will major in one of the three following areas: Political Science, Public Administration, Pre-Law.

General Education Goals

We would expect students who take introductory-level courses to fulfill General Education requirements to

1. gain knowledge of the fundamental political institutions of the American national and state-local political systems

2. develop an awareness of and sensitivity to the impact of political power and decision-making on their functioning as individuals and as participants in American society

3. develop a basic understanding of the mechanism of policy-making by governmental and other social groups in creating public policies that will be applied to society as a whole

4. develop a basic knowledge and understanding of the process of selection of political leadership at both the national and state-local levels of government

5. develop an awareness of the inter-relationships and inter-dependence of political decision-making systems with the national and international economic system.

Political Science/Public Administration Majors:

We would expect those students who choose to major in Political Science and Public Administration to achieve, in addition to the above goals, other skills:

1. To develop an awareness of the structure, decision-making, and leadership selection processes of non American political systems, including political systems of the Western European democratic tradition and the non-Western political systems of Africa, Asia, and Latin America.

2. To gain familiarity with the classical political theorists and philosophers that are the basis of western democratic systems, from classical Greece to the dominant ideologies of the twentieth century

3. To develop skill in analyzing and synthesizing data so that the student may form hypotheses and theories as to the behavior of political structures, leadership groups, and associated social and economic structures that affect the functioning of political institutions and the creation of governmental-social policy

4. To develop a level of writing skills so that the student is prepared to pursue post-graduate academic work and research

5. To obtain exposure to political decision making, policy making, and electoral politics through internships in both local and national electoral campaigning, and state and local governmental administration. Students will be encouraged to seek these kinds of experiences, and the departmental faculty will counsel and aid students in developing these opportunities, where possible

Pre-Law Program:

We would expect those students who choose to concentrate in the pre-professional field of Pre-Law to gain skills in the following:

1. To gain a fundamental knowledge of the structure and procedure of the institutions of the American judicial system, at both the national and local level

2. To gain a basic knowledge of the body of American law. Students will be expected to be familiar with the major constitutional decisions of the national judiciary in regard to issues of federalism, civil liberties, and criminal procedure, but students will also be expected to gain a basic knowledge of the major concepts of contract law, the law of agency and business organizations, and property law. Further, students will be expected to gain a familiarity with the case study method and become proficient in the ability to read, analyze, and brief judicial decisions

3. To develop and demonstrate an ability to express and advance in writing their understanding of the principles of American law and to be able to verbally express and defend positions in analyzing legal decisions

4. To develop an understanding of the role of the lawyer in solving concrete social problems and the restraints which the legal system imposes on the advocate. Further, students are expected to develop and express an understanding of the moral and ethical obligations which the legal system imposes and requires of all participants in the legal system, both attorneys and paralegals.

5. The Pre-Law major who chooses to pursue legal studies beyond the undergraduate level will also be acquainted with the requirements of successfully completing the Law School Admission Test, and, if the student chooses, to take the LSAT.

Assessment in Political Science/Pre-Law/Public Administration

The program faculty will require that all majors keep a portfolio of their major papers and exams. Those students who choose to participate in internships will be required to keep a progress log of all activities which the student undertakes in the internship experience. In the senior year, the program faculty will conduct an evaluation of each student major of the progress of each student in their years at the College. The faculty will provide to each student major a written evaluation of the strengths which each student has developed as well as those areas where the departmental faculty believes the student should improve.

The departmental faculty will also conduct a survey questionnaire of all graduating majors and pre-law students who have gone to law school or other professional training to evaluate the impact of their undergraduate experience at the College.

Results for 2001-2002

As is the pattern from previous years, I continue to keep in touch with graduates of both Political Science and Public Management programs who have gone on to either graduate school or law school. The results continue to be good that both programs have adequately prepared students to handle the rigors of graduate and law school.

Based on interviews conducted between September 2001 and May 2002, as well as emails exchanged, I can address several points. (By the way, I spoke or exchanged emails with two students currently enrolled in Ph.D. programs, two students enrolled in M.B.A. programs, one student currently applying to an M.A. program in public policy analysis who is working as a policy analyst for the United States Department of Transportation, three students enrolled in law school programs, and one student who received his law degree at the end of the 2000-2001 academic year.)

Points
   1)   Based on interviews from the two previous years, I realized I needed to add more statistics to both the Political Science and Public Management majors. The students I contacted (listed above) reinforced this point. As a result an additional required course was added to both majors: Social Science Statistics. This increased the required number of credit hours for both majors from 30 to 33 credit hours. The required math course in the General Education program is Basic Statistics. Therefore, students end up taking two statistics courses for both the Political Science and Public Management majors.
   2)   Based on interviews from the two previous years (and reinforced by interviews with the students listed above), I realized I needed to make changes to the capstone course in both majors: Governmental Research. The changes that were made addressed the use of governmental data that is available over the Internet (e.g., use of Census Data, use of voting data, use of economic data). Students were given "methodology exercises" in which they needed to demonstrate how they can take data and use it to create various charts and graphs and then apply statistical tools (such as Correlation Coefficient) to their interpretation of the charts and graphs.
   3)   Based on interviews from the two previous years (and reinforced by the interviews with the students listed above), I realized I needed to integrate a greater use of the Internet into all of my courses. I have been able to do this through the use of WebCT, a program that Lindenwood University has available that allows the loading of course material on-line.

A Project for This Coming Year

I want to send questionnaires to all my graduates since the Graduating Class of 1995—make sure I have a complete listing of students who are in graduate school or law school or have received their degrees.

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 two times per 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.

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 gives a narrative evaluation of the student's performance, explaining the assignment of grades, the degree to which the objectives of the course were met, and targeting strengths and areas of concern. Copies of that form are given to the student and to the faculty advisor, and they become an important tool in the mentoring process.

At the conclusion of an LCIE undergraduate degree program, the student must submit and have approved a culminating project. Graduate students have an option of completing a culminating project or doing additional coursework, including a capstone course. This effort is intended to demonstrate the student's mastery of the concepts inherent in his/her program of study as well as the ability to use theory in practice. This requirement, which is never waived, provides an excellent indicator of the student's level of achievement and of the theories, concepts, and skills that were delivered as content in that student's program of study. At the undergraduate level, the student's culminating project, a substantial written piece, is received and ultimately approved by the faculty advisor. At the graduate level, the culminating project most often resembles a graduate thesis. The graduate culminating project is monitored by, and must receive final approval from, a committee of three faculty members with the faculty advisor serving as the committee chairperson. Graduate students choosing the option of taking the capstone course receive grades and evaluations of their skill levels in that course.

The faculty advisor evaluates each culminating project and ranks it on the following criteria: organization, grammar and spelling, research methods, knowledge of the subject, analytical sophistication, professional appearance, and relation to the major.

The advisor assigns values of 4 (excellent), 3 (good), 2 (average), or 1 (poor) to each of the above criteria and calculates a final score for each project. Each term the advisor submits a summary of the number of his or her advisees who graduate in each major and the average of the culminating project ratings. For graduate students choosing the option of taking a capstone course, values are assigned to their final grades, 4 (A), 3 (B), 2 (C).

Assessment of the majors based on a sample of 131 undergraduate and 157 graduate students:

Year: June 2001 to May 2002

Major	Undergraduate Culminating Projects	Graduate Culminating Projects or Capstone Courses
Business Administration	3.4	3.8
Communications	3.3	3.7
Human Resource Management	3.5	
Gerontology	3.6	
Health Management	3.6	
Valuation Sciences	3.7	
Criminal Justice	4.0	4.0
Information Technology	3.5	

At the end of each cluster each instructor evaluates the performance of the student. Previously, these evaluations have been narrative in format. Preliminary evaluation forms were implemented in the marketing clusters and in the introductory communications clusters that identify specific skills and quantify the degree to which each skill is mastered.

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.

Communications Cluster:

The student:

1. Is able to compose a thesis statement and support it in a unified and coherent manner.

2. Is able to compose an outline including an introduction and conclusion, clearly dividing topics and subtopics based on thesis development.

3. Correctly uses grammar and syntax.

4. Correctly uses punctuation.

5. Uses appropriate and correct word choice and diction.

6. Demonstrates competent spelling skills.

7. Identifies, analyzes, and uses appropriate reference materials.

8. Implements MLA rules for format and citation.

9. Demonstrates appropriate oral communication skills.

10. Recognizes, analyzes, and uses genre and literary strategies.

Fifty two students were assessed with this 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 52 scores	4.1	4.1	4.0	3.9	4.2	4.5	4.7	4.3	4.6	4.6

Marketing Cluster:

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. Use the aforementioned principles, terms, concepts and strategies and address the case method of study in an intelligent and articulate manner.

4. Display confidence in addressing the functions of marketing and its role in the profit/non-profit, international, public and service sectors of our economy.

5. Develop a marketing plan for a variable product or service, using information gleaned from the above and other marketing resources.

6. Continue to develop written, oral communication, research and documentation skills in a concise and analytical manner.

Thirty one students were assessed with this tool in the winter quarter of 2002, January through March. The scores are as follows:

Objective	1	2	3	4	5	6
Mean of 31 scores	3.7	4.1	4.4	4.3	4.1	4.3

Similar 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 achieved. This information will allow the program directors and instructors to improve teaching techniques and materials.

By the end of the 2002-2003 academic year, the competencies being measured will be identified 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)

ASSESSMENT INFORMATION FOR LCIE COUNSELING PROGRAM

Professional & School Counseling Assessment

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*

The master's thesis is a 5-chapter empirically-based research following publication guidelines as set out by APA. The student's performance is assessed by three faculty readers.

The exams consist of:

(i) *essay questions* which consist of 3 case studies and cover the eight core areas of our curriculum. Students respond to 2 out of the 3 case studies and must obtain a passing grade by 2 of the 3 readers on each of the written essays. Students failing just one of the two essay questions are given a second chance through oral comprehensive examinations.

(ii) a *nationally normed multiple choice test*, the Counselor Preparation Comprehensive Examination (CPCE) administered by the National Board for Certified Counselors (NBCC). Students can achieve a maximum of 136 on the exam, and the national mean is approximately 92. Based on the norms generated from three previous administrations of the CPCE for the year 2000, we decided that students have to achieve a score above one standard deviation below the national mean in order to pass; hence, 80 was adopted as the cut-off score.

This comprehensive examination as a form of assessment was first implemented in March, 2001. The results for the past four administrations of the exam are as follows

	Spring 01	Summer 01	Fall 01	Spring 02
No. sitting for exams* :	34	24	21	32
No. passing*	29.	14	13	23
No. failing just CPCE multiple choice* :	1	5	6	6
No. failing just the essay exam* :	1	2	1	0
No. failing both exams*:	3	3	1	3
Mean score for CPCE+	93.65	84. 96	81.52	85.92
Range of scores+	69-120	67-119	63-99	55-110

- • * not including repeating students
- • + includes scores of repeating students

Students failing any part of the comprehensive exams are allowed to retake the exams again the following trimester. A second time failure on the CPCE exams usually results in students being tested over the specific core areas they have done poorly in. If they fail in these specific core areas, they will be asked to enroll in the appropriate courses related to those areas of weaknesses as identified.

CPCE provides mean scores over the 8 core areas for entire pool of our candidates for each administration of the exam. Based on this and students' performance on the essay exams, areas of weaknesses were identified for the program, and the following steps were taken:
- (i)   feedback to faculty (including adjunct faculty) regarding gaps in the student knowledge competencies
- (ii)   additional resources adopted in terms of textbooks and materials that focus on application of theory to case scenarios (assessed by the essay exams)
- (iii)   incorporate more multiple-choice testing in coursework across the curriculum
- (iv)   incorporate more assignments requiring application to case studies

Students graduating in the School Counseling program must also complete a portfolio demonstrating competence in all areas of the MOSTEP standards as determined by the state.

All students have to successfully complete 600- hours of internship (field experience) spread over at least two trimesters. Students are evaluated on their counseling skills by both their site supervisor as well as university supervisor. Students must earn at least a B in both internship in order to graduate. A failure to do so will require repeating the internship or re-evaluating students' pursuit of this degree.

Comprehensive Student Assessment Program – 2001-2002

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.

A.   Track the number of Linden Leader (outstanding work-study performance) nominations submitted by the supervisors.

151 awarded

B.   Track the number of hours worked per individual in the Work and Learn Community Work Service programs.

The number of students in Work and Learn:
Fall: 1,610   Spring: 1,677

In community service program
Fall: 29   Spring: 32

Total hours to be worked by student. (expected)
Fall: 241,500   Spring: 251,550

Performance percentage for student hours worked:
Fall: 78.5%   Spring: 76.9%

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.

For the 2001 – 2002 academic year, the Career Development Office listed approximately 2,000job postings, assisted in the creation of over 550 resumes, provided testing services to approximately 375 students, and provided individual career counseling to approximately 200 students/alumni.

2. Track the daily use of the Career Development Center.

> On the average, there are 25 students and/or alumni who utilize the Career Development Center each day, resulting in approximately 6,250 contacts during the 2000 – 2001 academic year.

3. Measure the number of workshops, job fairs, and on-campus interviewers offered.

> Approximately 500 students and 77 employers were in attendance at Career Day in April of 2001.

> 52 employers and approximately 525 students attended Career Day 2002.

> Approximately 25 companies/organizations conducted interview days on campus during the Fall and Spring semesters for 2001 – 2002.

> The Education Department sponsored Education Placement days for prospective teacher candidates on Wednesday, April 3rd, and Thursday, April 4th, 2002. Nearly 100% of the students graduating with a degree in Education receive teaching positions.

> Through the Gateway Career Services Association, Lindenwood helped sponsor the Gateway to Careers Job Fair and the Gateway Teacher Recruiting Fair. All Lindenwood University students and alumni are eligible to attend these fairs.

4. To administer the ACT at Lindenwood.

> An average of 26 students took the ACT per semester.

> Approximately 10 students utilized the extended time examination option under section 504 of the Americans with Disabilities Act.

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:

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 wit appropriate referrals.

> 91 students participated in the mentoring program for the Spring 2002 semester.
> 12 of those students withdrew or were withdrawn for a variety of reasons. 56 of the remaining students raised their GPA's. 19 students decreased their GPA's, and 4 students maintained their GPA's.

2. To monitor and track each student's attendance.

> Students had their attendance monitored and tracked in the form of a report every week during the semester up to mid-term grade reports. This report provides a means of assessing student attendance and aids in the process of focusing on student success.

3. 242 students utilized the Writing Lab during the Spring 2002 semester.

4. 35 students utilized the Success Center during the Spring 2002 semester. The Success Center was developed to assist students primarily in the areas of math and reading skills.

Army Reserve Officer Training Corps

Goal: To recruit, train, evaluate, and retain cadets who possess the potential to lead the Army of the Future. Sustaining a cadet's progression through accession, graduation, and commissioning to become a better American.

1. Currently have 30 students enrolled with a goal to have 40 by Fall 2002.

2. Complete coordination to build a rappel tower. Paperwork is 95% complete.

3. Continue to build our program to sustain 10 officer commissions a year.

4. Establish a rapport with military installations around the St. Charles community.

5. Program commissioned two more officers bringing our total to four.

Currently have six active federal scholarships and applications for seven additional. Three students are attending Basic camp. If all are approved, this would bring our total federal scholarships to sixteen.

Goal: To increase levels of social interaction and student leadership through student involvement in extracurricular activities.

Assessment:

1. Determine the participation of students in recreational activity courses, sponsored organizations, and student activities.

The 2001-2002 school year proved to be outstanding in the area of club and organizational growth. New organizations were formed, including the French, Spanish and Philosophy Club. There was an average of 45 activities per month throughout the academic year. Some of our most exciting events included: a beach party, Mardi Gras celebration, sand volleyball, Finals Week Midnight Breakfast, pool tournaments, karaoke nights, and movie nights. Some other well-attended functions were: Homecoming Weekend, Christmas Walk, Cotillion, and Spring Fling. Many well-attended smaller events included the Stop Light Café, Mr. L.U. Talent Competition, Cardinal Baseball Nights, and conventions.

2. Giving students an offering of diverse groups or organizations sponsored by faculty and staff.

Accounting Club
Alpha Chi
Alpha Epsilon Rho
Alpha Lambda Delta
Alpha Sigma Alpha
Alpha Sigma Lambda
Alpha Sigma Phi
Alpha Sigma Tau
Ambassadors
American Humanics Student Association
Business Club
Cadet Club

Campus Crusade for Christ
Cheerleaders
Circle K International
Criminal Justice Interest Group
Dance Club
Delta Zeta
English Club
Explorers Post 9209
Fellowship of Christian Athletes
Fine Arts Club
French Club
Greek Council
History Club
Honors Program
Intercultural Club
International Radio & Television Society
Kappa Delta Pi
Karate Club
Lewis and Clark Political Society
Lambda Chi
Linden Scroll
Lindenwood Christian Fellowship
Lion Cubs
Lionettes
Lion Line Dance Squad
Lindenwood Student Government Association
LU Roller Hockey
Marketing Club
Math and Computer Science Club
Panhellenic Association
Philosophy Club
Pi Delta Phi
Pi Gamma Mu
Pi Mu Epsilon
Pi Sigma Alpha
Pre Health Professionals
Psi Chi
Psychology Interest Group
Spanish Club
Student Council for Exceptional Children
Wesley Foundation
Young Life

Assessing the Assessment Program

Assessing Assessment

The program described in this current document went into full effect with the Fall Semester, 1993. Some of the assessment procedures described in this version of the Plan have been constant since that time. However, our methods of assessment have often changed in the light of the results we have obtained through the years.

There are two levels of assessment focusing on the assessment plan itself. One of these is the University Assessment Officer. It is his responsibility to monitor the many parts of the program, ensure that they various programs and departments carry through with the planned activities detailed in this document.

The other level involves an Assessment Committee, composed of faculty and administrative people, 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.

A brief summary of important changes and action plans from this process includes the following areas:

GENERAL EDUCATION:

- The General Education Objectives have been modified to increase measurability. This will add in our initiative to increase quantification across the board in all assessment areas.

- The academic year 2001-2002 saw a notable expansion in General Education Assessment as assessment of the program continues 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 English Composition, Mathematics, Geology, Psychology, Sociology, and Management. These areas have continued to expand and refine their efforts. Newly reporting areas include Anthropology, Biology, Chemistry, Criminal Justice, and Geography.

- 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.

- The fall of 2002 will see planning for a variety of pilot programs during pre-semester faculty workshops (please see Appendix II).

- Student participation in assessment, particularly in general education, will expand from the pilot program in geology.

EDUCATION DIVISION: Surveys of graduates and employers will continue to be refined and used to improve services. Rubrics to assess the all-important student portfolios will be used and refined. Coordination between the Education Division and the History and English departments will be 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: Newly formed, this division includes Criminal Justice, Humans Services Agency Management and Social Work. Criminal justice and Social Work will continue to refine their comprehensive assessment programs. HSAM will implement pre and post-testing.

HUMANITIES DIVISION: 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 mean that assessment in COM 101 (Communications for the 21st Century), COM 110 (Fundamentals of Oral communication), and COM 121 (Voice and Diction) will assume greater importance. 2002-2003 will see the implementation of pilot programs for assessing these areas. 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.

MANAGEMENT DIVISION: Pre and post-testing across the division is being implemented.

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. This year Communications and Marketing areas saw a movement to quantitative assessment. Other areas will move to this format in 2002-2003.

For the next academic year's document the Assessment Committee and the Assessment Officer will work to:

- Further expand assessment of general education to include competency based testing for both cognitive operations (Via the Bloom taxonomy) and expressive modalities (intelligences).

- Increase standardization and quantification (where appropriate) of assessment results from the various divisions.

- Increase correlation between syllabi and both General Education and program objectives.

- Further standardize the assessment reporting format.

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 plan includes 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 (Note that semester results were combined this year.)

	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2002/ Spring 2002
A	48%	41.6%	50%	52%	53.2%	43.2%	49%	50%	47%
B	20.9%	16.8%	20%	19%	19.8%	16.7%	20%	19.4%	17%
Sb73 T	68.9%	58.4%	70%	71%	73%	59.9%	69%	69.4%	64%
C	12.1%	9.4%	12%	11%	10	8.7%	13%	13.7%	9%
T	81%	67.8%	82%	82%	83%	68.6%	83%	83.1%	73%
D, F, Etc.	19%	32.2%	18%	18%	17.1%	31.4%	17%	16.9%	27%

These numbers cannot be taken without some explanations, of course. 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 almost none. 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 on grade distribution.

The following list of curriculum areas and the grade distributions over the past academic years is given for information. No particular conclusions are drawn. 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. Rather than breaking them down by semester, grade distributions for the academic year 2001-02 are provided.

		A	B	C
Anthropology				
	Fall 1997	37.9%	18.3%	26.8%
	Spring 1998	37.4%	20.1%	15.1%
	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%
Art				
	Fall 1997	49.3%	21.4%	13.9%
	Spring 1998	52.2%	18.7%	12.9%
	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%

Business Administration

Fall 1997	32.3%	28.6%	21.6%
Spring 1998	30.7%	27.5%	19.8%
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%

Biology

Fall 1997	20.4%	26.7%	23.2%
Spring 1998	27.7%	30.8%	15.4%
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%

Chemistry

Fall 1997	21.2%	15.4%	16.6%
Spring 1998	23.0%	13.6%	22.5%
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%

Criminal Justice

Fall 1997	15.8%	34.0%	21.9%
Spring 1998	16.7%	30.4%	32.5%
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%

Communications

Fall 1997	33.0%	29.9%	16.3%
Spring 1998	32.4%	25.5%	14.1%
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%

Computer Science

Fall 1997	28.4%	20.6%	11.8%
Spring 1998	19.4%	23.7%	28.0%
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	185%	25%	19%

Dance

	Fall 1997	50.0%	22.7%	8.6%
	Spring 1998	61.9%	16.5%	5.7%
	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%

Education

	Fall 1997	80.5%	11.0%	2.9%
	Spring 1998	77.0%	11.0%	3.4%
	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%

English

	Fall 1997	22.3%	31.0%	20.6%
	Spring 1998	22.9%	28.1%	16.4%
	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%

Geology

	Fall 1997	17.7%	47.7%	20.8%
	Spring 1998	21.7%	47.2%	20.8%
	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%

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%

French

	Fall 1997	41.3%	29.3%	13.0%
	Spring 1998	50.0%	27.1%	11.4%
	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%

Spanish

	Fall 1997	34.9%	20.4%	20.4%
	Spring 1998	26.1%	24.2%	23.7%
	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%
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%
History				
	Fall 1997	21.3%	23.2%	25.4%
	Spring 1998	14.9%	25.9%	22.5%
	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%	265	25%
Human Service Agency Mgt				
	Fall 1997	55.8%	16.8%	8.4%
	Spring 1998	43.2%	25.9%	10.1%
	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%
Mathematics				
	Fall 1997	21.6%	21.4%	19.8%
	Spring 1998	28.5%	20.0%	19.2%
	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%
Music				
	Fall 1997	53.4%	17.6%	12.4%
	Spring 1998	58.0%	13.9%	8.0%
	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%
Physical Education				
	Fall 1997	68.0%	11.9%	5.4%
	Spring 1998	67.8%	15.8%	8.2%
	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%

Philosophy

Fall 1997	15.5%	20.4%	22.4%
Spring 1998	16.0%	17.3%	25.9%
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%

Political Science

Fall 1997	43.8%	23.0%	9.3%
Spring 1998	32.7%	26.8%	8.2%
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	405	26%	10%

Psychology

Fall 1997	32.0%	34.3%	17.0%
Spring 1998	32.5%	25.6%	15.2%
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%

Religion

Fall 1997	29.6%	17.9%	25.4%
Spring 1998	27.1%	16.1%	31.2%
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%

Sociology

Fall 1997	25.5%	23.6%	35.0%
Spring 1998	21.5%	22.0%	34.0%
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%

Theatre Arts

Fall 1997	69.8%	14.1%	5.6%
Spring 1998	61.0%	19.7%	8.3%
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%

Appendix II.   Calendar for General Education Assessment

Academic Semester	Fall 2001	Spring 2002	Fall 2002	Spring 2003
General Education Area	Faculty Workshops		Faculty Workshops	
English Composition	ENG 150 program continues Implement revised pilot assessment for ENG 170;	ENG 150, continues Implement assessment for ENG 170	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
Humanities	Implement assessment for ENG 201 REL 100, 200 program;	Continue ENG 201 REL 100, 200 program;	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
Communications			Pilots for assessment in COM 105, 110	Expand pilot assessment for COM 105, 110
Fine Arts			Pilot programs for ART 181, 210; DAN 110; MUS 165; TA 101, 371	Continue pilot programs
Civilization **World History** **Cross-Cultural/** **Foreign Language**	HIS 100 program continues Implement pilot for GEO 201 Gen. Ed. Committee reviews Planning for Mod. Lang. Pilot programs	HIS 100 program GEO 201 program Mod. Lang. Pilot programs	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 HIS 301-301 pilot GEO 201 continues
Social Sciences	Program for PSY 100 Program for SOC 100 Pilot program for HIS 105 Pilots for PS 155; BA 211	Program for ANT 100 Pilot for BA 211, PS 155 Program for CJ 100 Program for PSY 100 Program for SOC 100 Continue pilot for HIS 105 Pilot for HIS 106	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
Natural science and Mathematics	Math program continues Bio 100 continues Revision of pilot for ESG 100	Math program continues Bio 100 (revised) continues Implement pilot for ESG 100 Pilot for CHM 100	Pilot Pre and Post-Test to MTH 121,134 Other programs continue	MTH continues Other programs continue