Spring 2001

Comprehensive Student Assessment Program: 2000-2001

Lindenwood University

COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

2000-2001

LINDENWOOD UNIVERSITY
ST. CHARLES, MISSOURI

TABLE OF CONTENTS

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 later 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 professions ,and many others. As well, many of our students, both undergraduate and graduate, seek to gain knowledge or certification that will enable them to change or enhance careers already begun. 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. 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 might be helpful in evaluating the process and the results.

At the beginning of the 2000-2001 academic year in the Fall of 2000, Lindenwood enrolled 3743 full-time undergraduates, an increase of 341 (10%) 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 3743 full-time undergraduates enrolled in Fall Semester 2000, 708 (19%) of them were first-time students. These were almost entirely students making a direct transition from high school to university. In addition, there were 472 other students who qualified as freshmen ("other first-year" in the Integrated Post secondary Education Data (IPEDS) report). That number represents, for the most part, students who had enrolled in Lindenwood in the Spring semester of 1999 and had not yet qualified as sophomores or transfer students from other institutions who had come to Lindenwood without enough credits for second-year status. Lindenwood traditionally attracts a number of students who have begun their college careers somewhere else and have decided to transfer within a short time. Many of them were enrolled at a large university such as University of Missouri-Columbia but had decided not to stay. If the first-time freshmen and the other first-year students are combined, they number 1585, which is 42% of the total full-time undergraduate student body. These percentages do not vary significantly from last year.

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

624 (17%) who are second year (same % as 1998-99)

561 (15%) who are third year (3 % fewer than 1998-99)

901 (24%) who are fourth year. (4% fewer than 1998-99)

Of this total number 16% are from minorities tabulated in the IPEDS report, 1% more than last year.

Some 1742 (47%) were men (43% last year), and 2001 (53%) were women (57% last year). An approximately 60/40 women/men ratio had been fairly consistent for many years; gender ratios may be moving closer to 50/50.

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

A Note on the Graduate Student Body

The Fall 2000 IPEDs report data indicate that in the Fall semester, 2000 graduate students comprised

788 Full Time students of whom 310 were male and 478 female

1277 Part Time students of whom 433 were male and 844 female.

Of these 76% came from Missouri (19% of these had been Lindenwood undergraduates), 19% from other states, and 5% came from 16 foreign countries.

A Note on Grade Distribution

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

Executive Summary

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

The Lindenwood University Comprehensive Student Assessment Plan has three components:

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

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

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

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

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

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

In the case of the out-of-classroom component of the Plan, the Campus Life staff members devise the goals, objectives, and assessment techniques. These staff members are, of necessity, full-time professionals in these areas

and are knowledgeable about this area of university life. Faculty members are also concerned with this area, but the main thrust of the Plan in this area comes from the Campus Life staff.

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

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

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

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

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

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

Our initial assessment plan was instituted in the 1992-93 academic year and gained preliminary approval from a North central on-campus visit in 1993-94. A focused visiting team gave our plan final approval in 1995-96. Ongoing reviews of the plan continue as a matter of course. In particular, we began revision of our general education plan in 2000-01; further implementation of this plan will occur in 2001-2002. As well, we will continue to build a culture of assessment permeating the entire campus.

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

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 which 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:

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

1. Develop a clear written argument or oral discussion, developing a thesis, illustrating generalizations, supporting conclusions with evidence, proceeding from section to section in an orderly and logical fashion.
2. Develop computational skills and learn to solve various types of mathematical and logical problems.
3. Critically analyze, evaluate, and distinguish the influences and interrelationships of psychological, social, and cultural conditions and values on human behaviors.
4. Identify and appreciate the arts and their historical role in shaping human ideas, aspirations, and values.
5. Understand and appreciate the natural and physical environment, and the relevant historical and contemporary factors that have an impact on the physical and natural world and society, and apply scientific reasoning and methodology to the constructive solution of problems.
6. Comprehend and interpret the development of ideas, institutions, and values of western and non-western societies.
7. Comprehend and interpret the development of political systems and policy-making at the federal, state, and local levels in the United States.
8. Interpret various works of literature, and exercise critical-thinking skills in interpreting and judging the value of a work.

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

Fine Arts
Arts, One course (3 hours)

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

Social Sciences
American History or American Government (3 hours)
Anthropology, Criminal Justice, Sociology, Psychology, Economics
(6 hours from two areas)

Natural Science and Mathematics
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)

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 these 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 are in 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 begin implementation of measurement of our success in conveying "core competencies" related to our General education Goals, a process which began during the previous academic year. Individual academic areas are developing "rubrics" which will be scored locally and then tabulated for inclusion in a generalized review of the General education Program's success. Particularly important areas are the two English composition courses and World History, which are required of virtually all students; in addition to these areas, mathematics continues a pilot program from last year and Psychology, Sociology, and Management have undertaken an assessment of General education objectives in their courses. At the beginning of the Fall semester of 2001, 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 is the use of a Course Profile Concept, a competencies-oriented assessment device built upon a combination of the six cognitive operations (competencies) devised by B. S. Bloom (1956) and of eight expressive modalities (multiple intelligences) identified by Howard Gardner (1993). Arranged in a matrix as follows, these will provide a profile of particular courses:

Sample Competencies Matrix

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

During 2000-2001, the Psychology department made extensive use of these competencies and modalities in their program assessment and began to include them in General Education assessment; Sociology, History, and Geology made use of the Bloom competencies in their General education assessment. In time this initiative will add an important dimension to Lindenwood's overall assessment program.

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

English Composition as an Assessment Instrument for the General Education Program

During the Fall semester, 1999, pilot programs for assessment of grammar and writing ability were developed by the English faculty. These pilots were put in place during the Spring Semester, 2000; results are in last year's CSAP. Building on this experience pre and posttest examinations were administered in 13 sections of ENG 150 (Composition I). Testing methods for ENG 170 (Composition II) are being refined.

Grammar Assessment

A. English 150.

Instruments: Pre- and post-grammar exam; pre- and post-essay exam. Students are required to pass an exit essay in English 150 in order to progress to English 170. The minimum criteria for a passing essay are as follows:

- Clear thesis
- Organization
- Concrete, specific details
- Mechanics not faulty enough to interfere with comprehension

All instructors evaluate the essay exams. Each essay is read by two members of the English faculty who will evaluate the essay, taking into account usage, critical thinking, and organization.

Grammar Pre and Posttest Results:

In the fall semester of the 2000-2001 academic year, 13 sections of Composition I students took both the pre and posttest grammar examinations.

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. As in indicated by the data analysis, of the 10 questions, only 2 resulted in a decrease in student ability to determine whether a set words is a run-on, fragment, or complete sentence. Overall, student ability to recognize run-on sentences increased by 22%. Their ability to recognize fragments increased by 36%, and their ability to recognize a complete sentence increased by 25%. Of the eight questions where increases were observed, the percentage increase in correct student recognition ranged from 28 % to 51%.

Agreement was the second area evaluated. In all, students were 22% more able to recognize correct subject/verb agreement in the posttest than in the pretest, and they were 29% more able to recognize correct pronoun/antecedent agreement in the posttest.

Seven items were used to determine student ability to identify correct usage of commas. Overall, correct identification of comma usage increased 29% from the pretest to the posttest.

Finally, student ability to identify correct use of parallelism was evaluated. In both of the items related to parallelism, an increase of 59% was observed.

As is noted in the data analysis, in all areas tested, student recognition of correct usage improved from the pretest to the posttest. Overall, the data represent a 29% total improvement in complete sentence recognition, agreement, comma usage, and parallelism. The following chart summarizes the data:

Data Summary: English Grammar
Composition I

Topic	question #	Pretest Average	Posttest Average	Percentage Change
Run-on Sentences	1	111	144	-23
	2	87	44	+49
	4	203	129	+36
	8	55	40	+27
Fragments	5	11	7	+36
	9	90	50	+44
	10	128	92	+28

Sentences	3	135	66	+51
	6	173	109	+37
	7	38	43	-12
Subject/Verb Agreement	11	63	57	+9
	12	24	18	+25
	13	299	223	+25
	14	55	45	+18
	19	179	117	+35
Pronoun/Antecedent Agreement	15	74	54	+27
	16	5	5	+00
	17	143	56	+60
Comma Usage	21	46	20	+57
	22	197	135	+32
	23	181	164	+09
	24	126	82	+35
	25	73	71	+03
	27	204	120	+41
	28	105	81	+23
Parallelism	29	238	97	+59
	30	263	108	+59

Data for the second semester were unavailable. During the 2001-2002 academic year, instructors will keep records for individual students. One additional piece of information sought will be increases in grammar knowledge for non-native speakers as contrasted with that of native English speakers.

During the spring semester of the 2000-2001 academic year, 511 students took the exit exam; of these, 445 passed the exam. The 87% success rate is in keeping with our expectations. Students who failed the exit exam will be required to retake English 150.

Discussion: We have noted a definite improvement in the writing skills of our English 150 students. Students tend to regard the course with more seriousness, and the instructors have focused more on specific writing techniques. Our goal is to ensure each student can write competently before that student progresses through the composition program. We believe we are reaching this goal.

Plans for Assessment: At the beginning of each academic term, both the grammar and essay examinations will be administered. The essay examination serves a dual purpose. First, it allows for comparison with the exit examination for assessment purposes. Second, it serves as a means of determining whether students have been placed at the correct entry level for composition. For instance, if it appears that a given student does not have the prerequisite writing skills to be successful at the English 150 level, that student may be encouraged to take English 110 (Effective English) prior to enrolling in English 150. It is also possible for students to test out of English 150 into English 170, although this is a rare occurrence.

At the end of every academic term students will repeat the grammar and writing examination process. This will allow for a pre-post comparison and will facilitate a discussion of areas in need of improvement division-wide.

Writing Assessment

B. Assessment of English 170 (Composition II) 2000-2001

Course Objectives:

1. To write a clear, coherent, argumentative 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:

In order to assess these objectives, in December 2001 the faculty developed three instruments: 1) an in-class essay prompt, which required the formulation of and support of a claim, 2) an exercise in quoting, paraphrasing and documenting through parenthetical citation, and 3) an exercise in library use and formulation of a Works Cited Page. The faculty administered the measures during the first week of the spring semester.

Outcomes:

During the initial assessment in the first week of the semester, the faculty encountered numerous difficulties in administering the measures and quantifying the results. Faculty concluded that administration of the assessment took too much time (approx. 2 full class periods) away from regular instruction. Additionally, the quoting, paraphrasing and documenting exercise was too cumbersome to quantify, and the instructions to students for the library exercise were not sufficiently clear. Finally, the faculty concluded that the results were not sufficiently measurable or quantifiable

Action Plan:

During the week of May 21-25 the faculty decided to retain the in-class essay assignment and choose a random sampling at the beginning of the semester to be compared with the same sampling at the end of the semester. Additionally, we simplified the quoting, paraphrasing and documenting exercise and the library exercise, making them multiple choice questions, which can be more easily graded and quantified. Dr. Bell plans to implement the revised measures for a trial run during the first week of classes in the fall 2001 semester.

Mathematics as an Assessment Instrument for the General Education Program

In the fall of 1999 the Mathematics Department undertook an extensive revision of methodologies for assessing general education, an effort which provided results in the Spring 2000 semester. Results for both semesters follow:

Objectives of the General Education Program (that pertain to math)

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

1. Develop a clear written argument or oral discussion, developing a thesis, illustrating generalizations, supporting conclusions with evidence, proceeding from section to section in an orderly and logical fashion.

2. Develop computational skills and learn to solve various types of mathematical problems.

3. Comprehend and interpret the development of ideas, institutions, and values of Western and non-Western societies.

4. Comprehend and interpret the development of political systems and policy-making at the federal, state, and local levels in the United States.

Mathematics Courses as Assessment Instruments for the General Education Program

There were 32 sections taught by 9 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. Eighty-one percent (81%) of the 1096 students who initially enrolled in these general education courses were successful in passing with a D or better.

MTH 121 Contemporary Math– Colburn, O'Daniel, Zekert, Matthews
MTH 122 Business Math– Hicklin, Matthews, Felty
MTH 131 Quantitative Methods - Colburn
MTH 134 Concepts of Math (ED) – VanSwaringen, O'Daniel
MTH 141 Basis Statistics – VanSwaringen, Zekert, Matthews, Factor
MTH 151 College Algebra - Colburn
MTH 152 Precalculus - O'Daniel
MTH 171 Calculus II– VanSwaringen, Zekert
MTH 172 Calculus II – Query

Between five and eight objectives were written for each of the mathematics courses offered for general education credit. For each course and 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 each of the units where the particular objectives were covered were used to provide the data. In some cases, such as MTH 151 College Algebra, questions on the final examination were keyed to the objectives to provide the data. This year MTH 171(Calculus I) and MTH 172 (Calculus II) are included. The objectives for MTH 152 were rewritten to reflect the change from a traditional text to a text that supports the reformed calculus textbooks used for the calculus sequence.

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

FALL '00 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	79	86	72	79	71	71	80	XXX	308
MTH 122	90	78	81	81	71	78	68	XXX	168
MTH 131	62	70	61	71	71	XXX	XXX	XXX	16
MTH 134	93	70	74	76	93	98	XXX	XXX	95
MTH 141	90	82	73	68	78	66	65	XXX	236
MTH 151	75	72	78	83	91	70	73	74	16
MTH 152	85	63	71	71	66	XXX	XXX	XXX	38
MTH 71	82	77	72	79	62	68	57	XXX	63
MTH 172	60	81	68	46	74	33	58	XXX	23

Below is the grade distribution.

FALL '00 COURSE	NUMBER OF SECTIONS	A	B	C	D	F	I,W,WP, WF,UA	TOTAL
MTH 121	10	101	97	67	23	20	37	345
MTH 122	5	56	45	40	16	11	26	194
MTH 131	1	3	2	5	2	4	9	25
MTH 134	3	49	26	13	5	2	11	106
MTH 141	7	50	68	56	42	20	27	263
MTH 151	1	4	4	7	1	0	10	26
MTH 152	2	5	9	10	8	6	8	46
MTH171	2	10	19	14	6	14	4	67
MTH172	1	2	6	10	3	2	1	24
TOTAL	32	280	276	222	106	79	133	1096

MATHEMATICS - GENERAL EDUCATION SPRING 2001

There were 26 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. Seventy-seven percent (77%) of the 811 students who initially enrolled in these general education courses were successful in passing with a D or better.

MTH 121 Contemporary Math – Colburn, O'Daniel
MTH 122 Business Math– Hicklin Matthews, Waring
MTH 131 Quantitative Methods - Colburn
MTH 134 Concepts of Math (ED) – Colburn
MTH 141 Basic Statistics– VanSwaringen, Zekert, Matthews
MTH 151 College Algebra – O'Daniel
MTH 152 Precalculus - O'Daniel
MTH 171 Calculus I – Zekert
MTH 172 Calculus II– Query, VanSwaringen

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. In some cases, such as MTH 131 Quantitative Methods, questions on the final examination were keyed to the objectives to provide the data. This year MTH 171(Calculus I) and MTH 172 (Calculus II) are included. The objectives for MTH 131 were rewritten this spring to include an Algebra review and to reflect the new emphasis on linear functions.

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

SPRING '01 COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8	NUMBER FINISHING
MTH 121	85	84	XXX	92	79	63	74	XXX	130
MTH 122	87	74	71	82	75	70	86	XXX	196
MTH 131	84	55	88	75	89	99	81	84	8
MTH 134	81	54	73	82	78	85	83	XXX	51
MTH 141	85	78	80	58	73	65	68	XXX	206
MTH 151	80	72	85	75	80	75	66	XXX	24
MTH 152	89	71	79	79	79	XXX	XXX	XXX	15
MTH 171	65	71	75	68	47	52	31	XXX	27
MTH 172	77	72	51	70	72	83	79	XXX	43

Below is the grade distribution.

COURSE SPRING '01	NUMBER OF SECTIONS	A	B	C	D	F	I, W, WP, WF, UA	TOTAL
MTH 121	5	54	31	31	8	6	26	156
MTH 122	6	60	50	61	19	6	19	215
MTH 131	1	4	1	3	0	0	14	22
MTH 134	2	13	12	16	6	4	12	63
MTH 141	7	37	44	61	24	40	21	227
MTH 151	1	4	6	9	1	4	5	29
MTH 152	1	5	4	2	0	4	6	21
MTH171	1	3	7	9	3	5	4	31
MTH172	2	12	9	16	2	4	4	47
TOTAL	26	192	164	208	63	73	111	811

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.).

Objectives for MTH 122 - Business Mathematics

The student should be able to:

1. write checks, endorse checks, and reconcile bank statements.

2. write and solve equations, set up ratios, and solve proportions for abstract and real life problems.

3. understand the relationship between fractions, decimals, and percents and solve abstract and real life problems involving them.

4. compute simple and compound interest for loans by hand and using tables.

5. calculate finance charges, balances, payments, and pay-off for credit card debt and mortgages.

6. determine sales tax, selling price, excise tax, tax rates, and income tax.

7. calculate premiums, nonforfeiture options, refunds, etc. for life insurance, fire insurance, property insurance, etc.

Objectives for MTH 131 - Quantitative Methods

The student should be able to:

1. identify, graph and solve elementary functions by hand and with a graphing calculator and apply this knowledge to solve real world problems.

2. identify, graph and solve rational, exponential, and logarithmic functions by hand and with a graphing calculator and apply this knowledge to real world problems.

3. understand and apply various financial formulas like simple and compound interest and annuities.

4. set up and solve a system of linear equations using the Gauss-Jordan elimination method by hand and with a graphing calculator and apply this knowledge to real world problems.

5. solve a system of linear equations graphically and apply this knowledge to solve real world linear programming problems geometrically.

Objectives for MTH 131 - Quantitative Methods (Revised, Spring 2001)

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.

9. write mathematical models to solve real world business problems using any of the skills listed in items 1 through 9.

Objectives for MTH 134 - Concepts of Mathematics

The student should be able to:

1. describe sets using the listing method and set builder notation and find the union, intersection, and complement of two given sets.

2. convert numerals to other bases and other number systems and find the GCF and LCM using different algorithms.

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.

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. understand the definition of probability and calculate and apply probabilities of events.

5. understand probability distributions and apply specific distributions.

6. understand properties of the normal distribution, use the normal distribution in applications, and understand and apply the Central Limit Theorem

7. understand and compute 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, trigomometric, 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.

World History, History 100, as an Assessment Instrument for the General Education Program

Assessment of History 100 for the academic year 2000-2001 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. We plan to create at least four examinations of about 25 to 30 questions each that will be used on a rotating basis as both a pretest given at the beginning of each semester and as part of the final examination. 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. Questions will include simple recognition and comprehension as well as more complex questions requiring analysis.

ASSESSMENT IN WORLD HISTORY, 2000-01

Building on experience gained in the 1999-2000 assessment cycle the history faculty developed a 26 question assessment instrument which was administered during the Fall semester, 2000, on an experimental basis. Problems in tabulating the results were worked out and the same examination was given in all sections of History 100 as a pre and post-test in the Spring Semester, 2001.

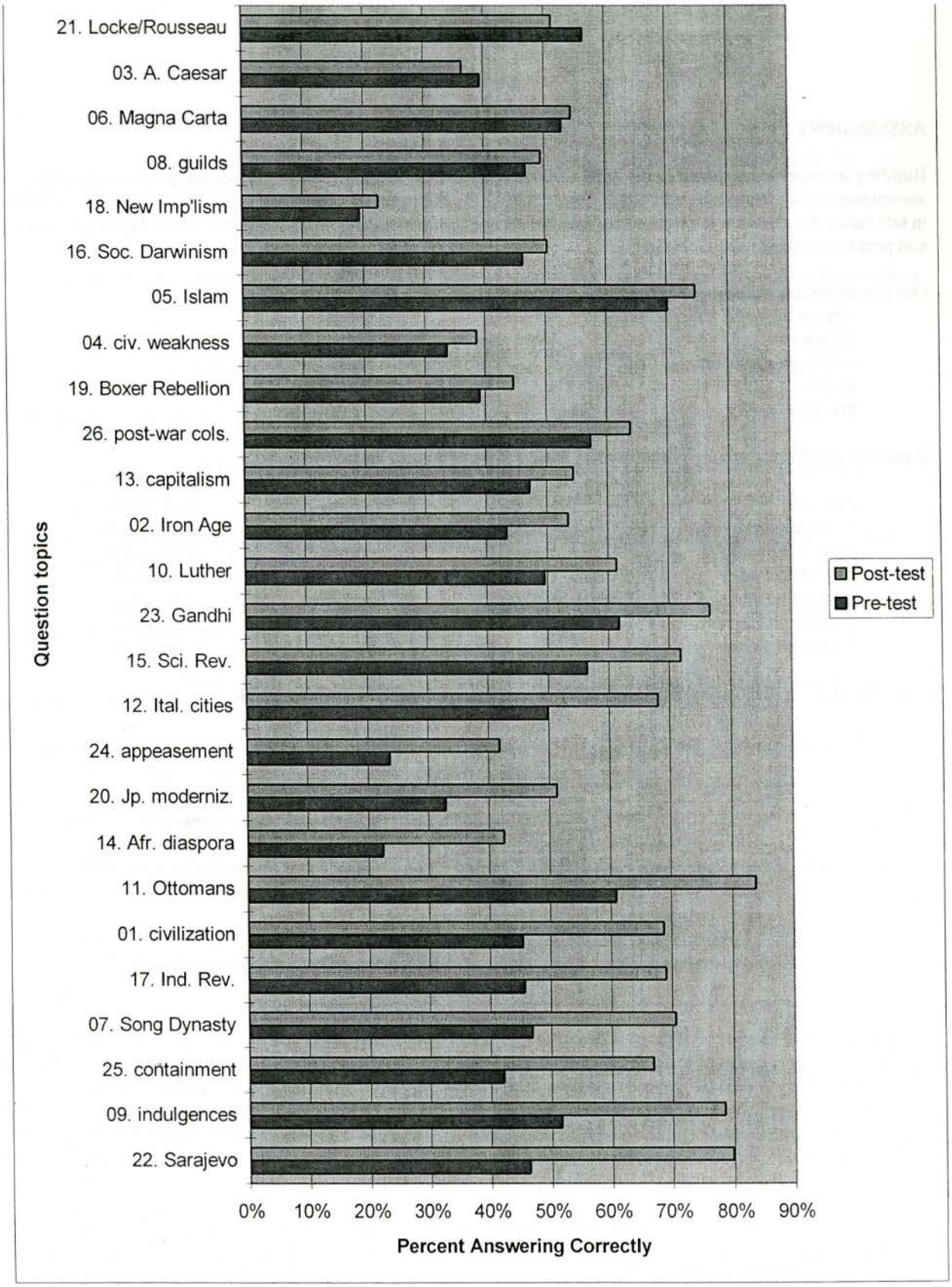
Our categories are as follows:

Chronology and important dates
Persons
Concepts and Ideas
Events
Processes

Questions are divided among chronological periods approximately as follows:

			2000-01 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

Over all results for the Spring Semester, 2001, are represented on the following graph:


21. Locke/Rousseau
03. A. Caesar
06. Magna Carta
08. guilds
18. New Imp'lism
16. Soc. Darwinism
05. Islam
04. civ. weakness
19. Boxer Rebellion
26. post-war cols.
13. capitalism
02. Iron Age
10. Luther
23. Gandhi
15. Sci. Rev.
12. Ital. cities
24. appeasement
20. Jp. moderniz.
14. Afr. diaspora
11. Ottomans
01. civilization
17. Ind. Rev.
07. Song Dynasty
25. containment
09. indulgences
22. Sarajevo
Question topics
Post-test
Pre-test
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Percent Answering Correctly

Analysis reveals the following information:

Average improvement from pre to post-test -- 13%

Average improvement by chronological period (% answering correctly):

Ancient (2 questions) –	16.5%
Classical (2 questions)–	2%
Early Medieval (3 questions)--	10.3%
Late Medieval(5 questions) --	16.4%
Early Modern (4 questions) --	9.3%
19th century(5 questions) --	10.8%
20th century (5 questions) --	19.6%

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)--	15.1%
Persons (7 questions) --	10.6%
Concepts and ideas (12 questions) --	12.7%
Events (5 questions) --	8.2%
Processes (17 questions) --	14.2%

These results suggest that the following areas especially need to be addressed:

Transition from republic to Empire in Classical Rome
Geographical expansion of Islam
Medieval economy
The development of limited government and Social Contract theory
Social Darwinism
The New Imperialism and responses to it
Realignment of power and influence after World War II

The relative lack of improvement in questions that dealt with specific events, while regrettable, 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 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.)

Western Civilization (12 questions) --	14.5%
Non-western cultures (6 questions(--	15.1%
Interactions (4 questions) --	9.3%

These results suggest that the following areas need to be addressed:

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 (15 questions) --	13.7%
Comprehension (9questions) --	14.7%
Analysis (2 questions) --	0%

Results in knowledge and comprehension are commensurate with the results shown above. The lack of improvement in the two analysis questions derived from a 5% improvement in one and a 5% decrease in the other. Both questions asked students to discriminate between possibilities and to infer the answers. We do not believe these results are adequate to draw conclusions.

ACTION PLAN FOR 2001—02

Data from pre and post-tests will be entered on spreadsheets in such a way that results will be easier to tabulate.

A new, but similar, version of the History 100 test will be used and conjunction with the first version for purposes of comparison.

History faculty will continue to investigate the suitability of adding a geographical knowledge component to the History 100 test.

World Regional Geography (GEO 201) as an Assessment Instrument For the General Education Program

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 (204 students took GEO 201 during 2000-2001, an increase of 11% from 1999-2000.) As well, knowledge of geography has traditionally been seen as part of the basic core of knowledge which every citizen should have.

During the Fall 0f 2001 the two History faculty responsible for geography will administer a locally generated Pre/Post Test program to assess the impact of Geography 201. Areas to be tested will include:

Understanding of Maps
Physical geography
Systematic geography
Regional geography

This local instrument will be supplemented by results from the Praxis Examination developed and administered by Educational Testing Service (ETS) which is required of all students seeking to gain certification to teach in Missouri public schools. 1999-2000 results from ETS were not available when this report was compiled.

Introduction to religion (REL 100) and World Religions (REL 200)
As Assessment instruments for the General education program

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:

- In each course, papers are assigned designed to evaluate the student's ability to do rational, critical thinking and analysis in studying various and diverse traditions and viewpoints. This seems to be a problem area, as many of the students do not seem, at this stage in their lives, to be able to think critically and rationally about religious issues. Two pilot studies were implemented in the last academic year.
- First, three of the stated 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 that 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).

  - ✓ In May of 2000 nine multiple-choice questions were selected from the final exam administered to sample sections of REL 200 (World Religions) in the fall semester of 1999. These questions asked for information related to particular religions' ideas of the numinous, their founders, and their sacred writings. Students' answers to these questions were reviewed and the results of that study reported in last year's assessment report.
  - ✓ A similar study was done this year, on the final exams for sections of REL 200 in the fall, 2000 semester. The same nine questions referred to above were used, in addition to other questions, on these exams. There were sixty-two students who took the exam.
  - ✓ An attempt was made to improve this year's study by administering a pretest 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 compare students' knowledge of the information before and after taking REL 200. The results have been compiled and will be reviewed in the fall of 2001 as part of the faculty planning seminar for the coming academic year.

  Results:

  - ✓ An average of 91.9% of the students answered correctly the questions concerning the Numinous, as compared to 88.5% last year. 90.3% knew who "Allah" is; last year 90.8% knew this. 93.5% recognized to whom the four-lettered Name YHWH refers, as compared to 86.2% last year.
  - ✓ An average of 76.8% this year answered correctly the questions about the founders (85.2% last year). 88.7% correctly identified Abraham (96.9% last year). 83.9% knew who Moses was (93.8% last year). 79.0% knew what the term "Messiah" means (90.8% last year). 69.4% knew who the founder of Islam was (75.4% last year).
  - ✓ As to sacred writings, an average of 74.2% could tie the Talmud and the Qur'an to their respective religious traditions (72.3% last year).

- ✓ Fourteen students of the sixty-two taking the exam got all nine of these questions right. Twenty-three students got eight of the nine right. Eight got seven right. Five students got six right. Five students got five right, two students got four right and five got three right.
- ✓ That is, fifty of the sixty-two students taking the exam, or 80.6%, 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. (It was 92.3% of the students last year.) It would seem, then, 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 formed the subject matter on which students were tested on this exam.
- ✓ The scores on the questions about the Numinous and about sacred writings were about the same or slightly higher when compared to last year's scores. The scores on the questions about the founders, however, were in every case noticeably lower, and the percentage of students getting at least two-thirds of all nine questions right was lower, also. One factor that ***may*** account for this lowering of some of the average scores is the succession of ice storms suffered during final exam week in the fall semester. Students were offered the option of skipping the final exam in order to avoid travel over dangerously icy roads. Thus the total number of students who took this exam was lower than it might have been, and it may be that the ones who elected to skip the exam were the ones who knew that their work had been good enough for them to get a good grade. Had they taken the exam they might have raised the average scores.

The second pilot study was an attempt to develop another methodology aimed at measuring goal #2 ("to understand human cultures as they have been, as they are, and as they might be.") and to combine these findings with goal #1 ("creating individuals...who think and act freely as individuals and community members") and Objective #3 ("to critically analyze, evaluate, and distinguish influences and interrelationships social and cultural conditions and values on human behavior.") This section of the study was administered to the remaining 66% (or 129 respondents) of the students enrolled in World Religions in the last academic year and repeated in this academic year. Results were not statistically different, so plans will be formulated in the fall of 2001 for ways to reevaluate or revise and improve this evaluation tool for the 2001-2002 year.

- Instructor observations indicate that 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. Further study will be implemented this next fall to address this issue.
- Sections of original text are assigned in each course and quizzes and class discussions are used to determine the amount of understanding students have of the original literature and important historic texts that have influenced the cultures and civilizations of the world. It is the instructors' evaluation that the majority of students at this level do not spend much time or have much interest in understanding the significance of these texts and must be led through them step by step. Nevertheless it is felt that this exposure still has a positive long term effect, even though the effect can not be measured quantitatively.

Psychology 100, Principles of Psychology, as an Assessment Instrument For the General Education Program

1. Departmental Mission Statement for Psychology 100

   Our mission is to provide a measurable overview of the general topics in psychology for the non-psychology major. For the Psychology major, a more rigorous study of the field of psychology is given in order to prepare them for an entry level position or for graduate school.

2. Objectives for Psychology as a General Education Experience

   - Identify and retain major concepts in the various fields of psychology
     - perception, learning, etc.
   - Identify and retain important names and terms in general psychology

- Who was Ivan Pavlov?
- How would you define motivation?
- What is Extinction?
- Identify and retain the basic content of classic studies in psychology
- What was the "Little Albert" study all about?,
- Comprehend and analyze the chief theories
- Chief theories (i.e., cognitive dissonance theory
- principles (e.g., give an example of reinforcement)
- processes (e.g., outline the five stages of creative problem solving),
- issues (e.g., nature vs. nurture), and
- research methods in each subdivision of general psychology
- Apply principles of psychology to everyday situations
- Why do you dread the first exam in this course even though you've never taken one of my tests?
- How can you reduce the fear?

3. Lists of assessment instruments used with calendar.

Course	Assessment Type	Date of Assessment	Faculty & Student Participation	Date of review of data	Action Taken: Program Assessment	Date & Type of Next Assessment
100	Pre-test	Jan. 2001	Admin. & grading	May 2001	Include assessment topics	Beginning of May
100	Post-test	May 2001	Admin. & grading	May 2001	Concentration needed on specific topics	Beginning of September 2001
432	Post-test	May 2001	Students given rationale & asked for comments on rationale & procedures through semester	May 2001	Assessment of areas of strengths and weaknesses	May 2002

4. Results

- Procedure and Rationale
  - Ten topical areas of psychology were assessed for learning in the Principles of Psychology courses: research, biopsychology, sensation and perception, learning, memory, intelligence, motivation , personality, abnormal, and social psychology.
  - There was a pretest, and posttest questions were embedded in the regular unit exams.
- Results
  - Overall, an increase from a mean 38.95, SD=9.78, n=161, SEM= .77 to a mean of 46.3, SD=14.07, SEM=1.19 was seen in the averages from the pre- to post-tests.
  - Motivation topic showed the greatest increase in knowledge, then sensation/perception, biopsychology, memory, research, intelligence, social, learning, personality, and abnormal.
  - Initially at pretest, students came in with a greater knowledge of research, learning, memory, and social psychology areas.
  - Therefore, the areas of weakness at posttest include: abnormal, personality, intelligence, and biopsychology.
- Action
  - Department met to determine areas of weakness.
  - Determined what factors should be included for the next assessment.

5. Action plan for next cycle of assessment
   - Look at questions to determine application and general knowledge levels.
   - Determine cognitive processes involved in tests (e.g., application and retention).
   - Compare pre- and post-tests of Psychology major to non-major.
   - The next assessment cycle will assess cognitive operations, as well.

Sociology 100, Concepts of Sociology, as an Assessment Instrument For the General Education Program

As we indicated last year we were going 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. 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 a 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 a 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.

RESULTS OF THE PRE-TEST AND POST-TEST FOR BASIC CONCEPTS OF SOCIOLOGY, 2000-2001

The data chart and bar chart that are included in our report show the results of our pre-test and post-test for our Basic Concepts of Sociology, 2001 courses.

We had 21 questions on our pre-test. Students were given the same 21 questions on our post-test.

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

Question 1: 76% improvement
Question 2: 33% improvement
Question 3: 11% 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: 29% improvement
Question 5: 31% improvement
Question 6: 6% improvement
Question 7: 35% improvement
Question 8: 25% improvement
Question 9: 8% improvement
Question 10: 41% improvement
Question 11: 34% improvement
Question 12: 65% improvement
Question 13: 61% improvement
Question 14: 20% improvement

Questions 15-21 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: 13% improvement
Question 16: 4% improvement
Question 17: 31% improvement
Question 18: 31% improvement
Question 19: 38% improvement
Question 20: 6% improvement
Question 21: 31% improvement

CUMULATIVE RESULTS FOR PRE-TEST AND POST-TEST 2000-2001

Overall Results for 21 questions: 29% improvement

Data Chart:

Question Number	Pre-Test	Post-Test		Question Number	Pre-Test	Post-Test
1	13	55		**12**	28	81
2	48	72		**13**	33	84
3	64	72		**14**	70	87
4	39	55		**15**	86	94
5	58	84		**16**	94	98
6	84	90		**17**	44	77
7	43	67		**18**	56	81
8	56	75		**19**	50	80
9	79	86		**20**	67	71
10	44	74		**21**	61	89
11	55	83		**All**	56	79

Bar Chart on file.

ACTION PLAN FOR 2001-2002

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 follow our evaluation. We will again administer the pre-test and post-test for our Basic Concepts of Sociology. We would also like to introduce a pre-test and post-test for our Cultural Anthropology and Race and Ethnicity courses for this next year.

Geology as an Assessment Instrument for the General Education Program

Geology is a popular choice to fulfill part of the science requirement. Graphs and charts (attachments) supporting these conclusions are on file with the assessment officer.

Geology

1. Data

Attachment 1A is the data sheet that summarizes the results of both the Pretest and Post Test. Data are available for semesters 961s through 012s. The results were tabulated for each question and the information displayed shows the percent incorrect plus the average for each question

Using Bloom's taxonomy, the questions were divided up into three basic categories of knowledge, comprehension, and application. Attachment 1B shows the breakout in detail. Overall, the breakout is as follows:

Intelligence Level	Number of Questions	Percent of Questions
Knowledge	8	26
Comprehension	17	55
Application	6	19

Attachment 1C is a copy of the Pretest/Post Test

2. Graphs

Attachment 1D is a series of 31 graphs, one for each question. It depicts the percent incorrect for the Pretest and Post Test. As a matter of interpretation, a downward trend is a good thing. Looking at the trend of the graphs, 11 graphs depicted an improvement in scores, 14 graphs depicted no change over time, and 6 graphs depicted a worsening of scores over time.

3. Analysis

In evaluating the data, several things are apparent. First look to the percent correct overall for both Pretest and Post Test, then, to each intelligence level:

Percent Correct

Number of Questions	Category	Pretest Percent Correct 961S thru 001S	Pretest Percent Correct 961S thru 012S	Post Test Percent Correct 961s thru 001S	Post Test Percent Correct 961S thru 012S
31	Overall Number Correct	2.67 questions	2.80 questions	10.6 questions	14.5 questions
31	Overall	8.61%	9.02%	34.25%	46.82%
8	Knowledge	1.32%	2.98%	21.78%	36.44%
17	Comprehension	6.42%	7.5%	34.89%	47.57%
6	Application	21.87%	21.39%	49.07%	58.55%
Overall Percent Change			+4.8%		+19.3%

So, what does all this tell us. The most obvious is that there is a definite, overall improvement from the Pretest to the Post Test – a 419% improvement in the scores. Therefore, it is safe to assume that the students are learning the material. The improvement for each of the intelligence categories: is as follows:

Knowledge – 1222%
Comprehension – 634%
Application – 274%

These numbers strongly support two of the goals of General Education:

- 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 application of geologic principles requires the student to think analytically, to synthesize the date, evaluate the various aspects of the process and to apply it to obtain the final answer.

4. Area For Further Study

The conclusion for the 1999-2000 evaluation suggested that three areas be looked at.

a. As a priority 1, Questions 12, 17, and 29 each registered over 90% incorrect answer. The trend over the past two semesters was positive, the percentage incorrect dropped to the mid 70s.

b. As a priority 2, Questions 1, 10, 19, 27, and 30 were identified for further study as each registered over 80% incorrect answers. The trend over the past two semesters was positive, the percentage incorrect for Questions 1, 10, and 19 declined to the low 70s. The trend for Question 27 was not positive, it moved up into the 90% incorrect category. The material for Question 39 was not covered in class, the students were not tested on it, and therefore, there was no improvement.

c. As a priority 3, Questions 4, 15, 18, 19, 24, 25, 26, 27, and 29 were identified for further study as each question showed a trend of becoming worse; each succeeding year, more students were getting these questions wrong. The trend for the past two semesters show a change in the trend line. In all cases there was an improvement ranging from a low of 18% to a high of 38%. The exception to this was questions 25 and 27 which continue to indicate a negative trend.

5. Conclusion

From the records over the past years it can be seen that there has been definite improvement. However, there is room for improvement with Questions 25 and 27.

Management Division Courses as Assessment Instruments for the General Education Program

The Management Division agreed to present a similar test procedure for each of the courses within the General Education program. Those courses are: American Government: The Nation (PS 155), American Government: The States (PS 156), Financial/ Managerial Accounting I (BA 200), Survey of Economics (BA 210), and Microeconomics (BA 211).

The similar procedure used by each faculty member consisted of using a pre-test/post-test format in multiple choice structure. The number of questions varied, however, with the Survey of Economics test having five questions, the two American Government and Microeconomics tests having ten each, and the Financial/Managerial Accounting test having twenty.

In the case of all tests given, the post-tests demonstrated that the number of correct answered increased—which would be expected. Interestingly, what I noticed was that the increased number of correct answers across all five courses did not vary by much.

In other words in the case of the Microeconomics courses, the average number of correct answers on the pre-test was 5.1 (out of ten) and on the post-test it was 7.1. In the case of the American Government: The Nation course, the average number of correct answers on the pre-test was 6 (out of ten) and on the post-test it was 8. In the case of the other tests administered, similar results could be seen. Students demonstrated, that regardless of the course, there was an increase in learning or retention of knowledge but on none of the tests administrated was there, say, an increase of from 6 on the pre-test to 10 on the post-test.

For the two semesters next year, some changes will be made—not in the tests themselves but in standardizing evaluation of the test results by the faculty. It would be interesting to see whether there is some way to measure apples and oranges: Do students retain more in some General Education courses as opposed to others?

In addition, I do not see it possible to translate our division's outcomes assessments into some reasonable charting format, based on what was done this semester. Next semester, however, the changes that would be made would include the following: a standardized fifteen question multiple-choice pre-test/post-test format with a breakdown within the tests themselves. For example, each test would consist of three parts;

1)The first part would consist of "common knowledge," where the idea is to see what students know about a discipline in general. There is basic information regarding economics and government that people in general should be assumed to know such as:
(question sample)
John Adams, James Madison, John Kennedy have what in common?
a)they were all Presidents
c)they were all Presidents in the same century
d)they were all Presidents of the same political party
(answer a, just in case)

2)The second part would consist of knowledge about a particular course.

3)The third part would consist of knowledge based on some degree of reasoning drawn from the course itself.

Based on a breakdown such as this it might be possible to develop meaningful statistical formatted information. Do students have more "common knowledge" in American Government: The Nation than they do in Economics? Do students with a higher level of common knowledge in the pre-test do better on the third part in both the pre-test and post-test?

In other words, the courses in the division that administer this test format should develop some information that can be used in a variable relationship. Since accounting will not be part of the General Education courses, then the three faculty members associated with the American Government (Nation and State), Survey of Economics, and Microeconomics courses will meet to develop a test structure that will allow some generated statistically meaningful insights.

Survey of economics (BA 210) is designed to introduce basic economic concepts. This course is a general education course. Two sections are offered every semester. There are usually 30-35 students in each section. 90% of the students enrolled in BA 210 are non-business majors and 90% of the non-business majors are students seeking certification to teach. This class is required for them. Therefore, it is taught focusing on in class examples on educational issues. Results of a pre-post test administered in the Fall Semester, 2000 are as follows. Questions were objective, covering technical matters, definitions, and general knowledge. 69 students responded to the pre-test, 68 to the post-test.

Grade %	# of students--pretest	% of students--pretest	# posttest	% posttest
100	1	1.4%	24	35%
80	20	29%	20	29%
60	21	35%	17	25%
40	20	29%	6	9%
20	4	6%	1	1.5%

In summary, 35.5% of the students received a 60% or below on the post-test and 64% of the students received 80% or better. This report demonstrates that students did learn in the course.

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%
State	(1999-2000)	86%	92%	82%	82%	82%
	(2000-2001)	86%	91%	82%	82%	81%

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%
State	(1999-2000)	55%	66%	46%	50%	59%
	(2000-2001)	54%	65%	46%	49%	57%

National Teacher Examination Results (Praxis)

In the five year period from September, 1995 through September, 2000; 497 Lindenwood students took the National Teachers' Examination. During the 1999-2000 academic year, 122 individuals took the Praxis II examination. Ninety-eight (98) percent passed. This compares to a ninety-seven (97) pass rate in the state of Missouri.

Action Plan for General Education Assessment during 2001-2002

- Add at least one course from the Fine and Performing arts Division to General Education assessment. Planning and Pilot in Fall; implement in spring.
- Further incorporate the Course Profile Concept into assessment in Geology, History, Psychology and Sociology. Ask English to begin use.
- Review and revise (where appropriate) General education Goals and Objectives. Fall Semester (General Education Committee, faculty)
- Ask for further review and revision (where appropriate) of departmental goals and objectives regarding General Education. Spring 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.

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 2000-01 academic year, 92 % 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. Within the points area will be the percentage of students that received the maximum number of points for each area.

Criteria	Points
Required notebook purchased: dividers in place between standards	100%
Artifacts selected demonstrate student is familiar with standards And indicators and has correlated information to match appropriate Items	100%
Rationales and reflections are in place for each artifact included in portfolio. Rationales demonstrate an understanding of standards and indicators. Reflections demonstrate an understanding of reflective practices and how it can be utilized to improve processes associated with pedagogy and teaching strategies/performance.	92%
Finished product is presented in an organized, attractive, and professional manner. Rationale/reflection pages are free of spelling and or grammatical errors.	100%
Totals	**92%**

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 of2001. All areas of certification were approved without condition except Physical Education, which had not had graduates as yet. 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. Ninety-two (92) percent received a passing score on portfolios submitted during the 2000-01 academic year.

College Basic Academic Subjects Examination (C-Base)
Summary of 1999-2000 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

ndamental 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	
story	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
cial 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

tween 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 signed so that a score of 300 will always be the mean for the entire group of examinees, those from Lindenwood d all other schools, using C-Base at that particular examining period. For comparative purposes, we can compare the individual cluster scores with the composite score. A difference of 17 points in either direction is statistically meaningful.

the 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.

e 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 marily used everywhere within the teacher-preparation programs. Passage of the C-Base is a prerequisite for mission to any Teacher Education Program in the State of Missouri.

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

Passing Rates By Subject

	English	Writing	Math	Science	Social Studies
Lindenwood	81%	86%	79%	80%	74%
te	86%	91%	82%	82%	81%

e 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 rk/help sessions for students prior to taking the test.** ACT scores of entering freshmen are higher and C-Base ores 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	54%	77%	68%	60%	52%
State	54%	65%	46%	49%	57%

Praxis II

In the five-year period from September 1994 through September 1999; 497 Lindenwood students took the National Teachers' Examination. During the 1999-2000 academic year, 122 individuals took the Praxis II examination. Ninety-eight (98) 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.

Recent Graduate Survey

A survey of first-year teachers who were 1998-1999 graduates was conducted in the spring of 2000. 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 2000 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 June 26, 98 of the 125 surveys have been returned and others will arrive during the summer.

Excellent	Above Average	Average	Below Average	Weak
60%	38%	2%	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.

1999-2000 Assessment Results

A survey of graduate students who were 1999-2000 M.A. graduates was conducted in the spring of 2000. 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.

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%

Humanities Division

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.

Instruments: Pre- and post-grammar exam; pre- and post-essay exam. Students are required to pass an exit essay in English 150 in order to progress to English 170. The minimum criteria for a passing essay are as follows:

- Clear thesis
- Organization
- Concrete, specific details
- Mechanics not faulty enough to interfere with comprehension

All instructors evaluate the essay exams. Each essay is read by two members of the English faculty who will evaluate the essay, taking into account usage, critical thinking, and organization.

Grammar Pre and Posttest Results:

In the fall semester of the 2000-2001 academic year, 13 sections of Composition I students took both the pre and posttest grammar examinations.

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. As in indicated by the data analysis, of the 10 questions, only 2 resulted in a decrease in student ability to determine whether a set words is a run-on, fragment, or complete sentence. Overall, student ability to recognize run-on sentences increased by 22%. Their ability to recognize fragments increased by 36%, and their ability to recognize a complete sentence increased by 25%. Of the eight questions where increases were observed, the percentage increase in correct student recognition ranged from 28 % to 51%.

Agreement was the second area evaluated. In all, students were 22% more able to recognize correct subject/verb agreement in the posttest than in the pretest, and they were 29% more able to recognize correct pronoun/antecedent agreement in the posttest.

Seven items were used to determine student ability to identify correct usage of commas. Overall, correct identification of comma usage increased 29% from the pretest to the posttest.

Finally, student ability to identify correct use of parallelism was evaluated. In both of the items related to parallelism, an increase of 59% was observed.

As is noted in the data analysis, in all areas tested, student recognition of correct usage improved from the pretest to the posttest. Overall, the data represent a 29% total improvement in complete sentence recognition, agreement, comma usage, and parallelism. The following chart summarizes the data:

Data Summary: English Grammar
Composition 1

Topic	question #	Pretest Average	Posttest Average	Percentage Change
Run-on Sentences	1	111	144	-23
	2	87	44	+49
	4	203	129	+36
	8	55	40	+27
Fragments	5	11	7	+36
	9	90	50	+44
	10	128	92	+28
Sentences	3	135	66	+51
	6	173	109	+37
	7	38	43	-12
Subject/Verb Agreement	11	63	57	+9
	12	24	18	+25
	13	299	223	+25
	14	55	45	+18
	19	179	117	+35

Pronoun/Antecedent	15	74	54	+27
Agreement	16	5	5	+00
	17	143	56	+60
Comma Usage	21	46	20	+57
	22	197	135	+32
	23	181	164	+09
	24	126	82	+35
	25	73	71	+03
	27	204	120	+41
	28	105	81	+23
Parallelism	29	238	97	+59
	30	263	108	+59

Data for the second semester were unavailable. During the 2001-2002 academic year, instructors will keep records for individual students. One additional piece of information sought will be increases in grammar knowledge for non-native speakers as contrasted with that of native English speakers.

During the spring semester of the 2000-2001 academic year, 511 students took the exit exam; of these, 445 passed the exam. The 87% success rate is in keeping with our expectations. Students who failed the exit exam will be required to retake English 150.

Discussion: We have noted a definite improvement in the writing skills of our English 150 students. Students tend to regard the course with more seriousness, and the instructors have focused more on specific writing techniques. Our goal is to ensure each student can write competently before that student progresses through the composition program. We believe we are reaching this goal.

Plans for Assessment: At the beginning of each academic term, both the grammar and essay examination will be administered. The essay examination serves a dual purpose. First, it allows for comparison with the exit examination for assessment purposes. Second, it serves as a means of determining whether students have been placed at the correct entry level for composition. For instance, if it appears that a given student does not have the prerequisite writing skills to be successful at the English 150 level, that student may be encouraged to take English 110 (Effective English) prior to enrolling in English 150. It is also possible for students to test out of English 150 into English 170, although this is a rare occurrence.

At the end of every academic term students will repeat the grammar and writing examination process. This will allow for a pre-post comparison and will facilitate a discussion of areas in need of improvement division-wide.

B. Assessment of English 170 (Composition II) 2000-2001

Course Objectives:

1. To write a clear, coherent, argumentative 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:

In order to assess these objectives, in December 2001 the faculty developed three instruments: 1) an in-class essay prompt, which required the formulation of and support of a claim, 2) an exercise in quoting, paraphrasing and

documenting through parenthetical citation, and 3) an exercise in library use and formulation of a Works Cited Page. The faculty administered the measures during the first week of the spring semester.

Outcomes:

During the initial assessment in the first week of the semester, the faculty encountered numerous difficulties in administering the measures and quantifying the results. Faculty concluded that administration of the assessment took too much time (approx. 2 full class periods) away from regular instruction. Additionally, the quoting, paraphrasing and documenting exercise was too cumbersome to quantify, and the instructions to students for the library exercise were not sufficiently clear. Finally, the faculty concluded that the results were not sufficiently measurable or quantifiable

Action Plan:

During the week of May 21-25 the faculty decided to retain the in-class essay assignment and choose a random sampling at the beginning of the semester to be compared with the same sampling at the end of the semester. Additionally, we simplified the quoting, paraphrasing and documenting exercise and the library exercise, making them multiple choice questions, which can be more easily graded and quantified. Dr. Bell plans to implement the revised measures for a trial run during the first week of classes in the fall 2001 semester.

C. Assessment for English 201

Objectives: When given a passage, students should, by the end of the course, be able to complete the following:

- Identify the title and author of the work, name the characters involved, and describe the context of the passage within the work as a whole
- Recognize any themes, stylistic features, literary devices, characterizations, and plot elements evident in the passage and explain their importance
- Draw meaningful connections between the passage and other assigned works and explain their significance citing specific examples.

Action Plan and Timeline: We have devised a pre- and post-test for all world literature students. We assume each professor of World Literature I teaches at least one epic by Homer, at least one Greek tragedy, *Beowulf* or Chaucer, and Dante's *Inferno*. We will implement the assessment tool in the fall of 2001.

D. Senior Portfolio Assessment

Overview: Ten students completed their English degrees this year, four in literature, one in writing, and five in secondary English education.

Ratings:	Rank	Placement
	6	2
	5	2
	4	5
	3	1

Findings: The students whose portfolios were rated at 6 demonstrate insight, creativity, attention to detail, original research, and development. Neither is planning to attend graduate school immediately, but each of these students would do well in a graduate program. The writing of one student in particular has grown in sophistication and argument over the past few years. The students who were ranked at 5 show a solid grasp of argument and style, although the style of one is at times overblown and flowery. The writing of the other at times lacks originality and creativity; indeed, there seems to be an overwhelming concern with correctness; this concern at times overrides the voice of the writer. Of the students ranked at 4, one has excellent voice and style, but has shown little initiative, and at times seems to be aggressively careless. One has shown a great deal of improvement over the past four years, but still lacks proficiency in grammar and mechanics. Two have made consistent improvement, but still lack maturity and voice. We believe all the students who were rated at 4 are ready to teach in the secondary school system if they review the material they were taught; often, their mistakes were due to carelessness rather than ignorance. The

student who was rated a 3 has shown consistent improvement in writing, but his grammar and mechanics are still very weak, as is that student's command of the MLA format. The student has shown potential, but is still not likely to pay attention to suggestions regarding first drafts, and often this student will take the path of least resistance.

Recommendations: Many students showed consistent errors in MLA format and grammar. Two of the students enrolled in a basic grammar course showed demonstrable improvement. We will increase the use of MLA format in each literature course, and will require at least one research essay in each course. Students will be required to correct their grammatical and mechanical mistakes before these essays are graded. We hope this plan will encourage the students to practice MLA and grammar rather than to settle for a lower grade. We are seeing improved writing skills, possibly as a result of the 150 exit exam, and have instituted a pre- and post-test for students enrolled in 170. This test covers grammar, logic, and the MLA style sheet. We will increase our commitment to the improvement of the portfolio system, and require each student to have a minimum of five essays in his or her portfolio. These improvements will be instituted immediately.

Modern Languages

The Mission Statement and Goals and Objectives for the Modern Language Program are under review. Revised statements will be included in next year's report.

Modern Languages Assessment
2000-2001

Standardized placement exams from the University of Wisconsin were administered at the end of the fall and spring semesters to the Spanish and French Intermediate levels, and to the French Elementary levels at the end of the spring semester only. Since the Spanish and German members of the faculty are still developing a proper assessment exam for the elementary levels, exams were not given this year at that level. In addition, the time lapse of one year between the German Elementary and Intermediate levels makes assessment difficult for the intermediate level. The Wisconsin exam consists of multiple-choice questions in two parts: grammar and reading comprehension. The assessed classes fulfill the general education goals numbered three and four (an understanding of human culture, and learning the skills of listening, reading, speaking and writing), and the first and sixth objectives regarding oral discussions and the development of ideas. The results are as follows:

Elementary French

Grammar:

I estimated that the students should score a total of 10 correct responses on the grammatical portion of the exam, based on the grammar taught for Elementary French 101 and 102. The scores ranged from 19 to 4 correct responses, with the percentages as follows:

A score of 10 or higher: *65%*

A score of 9-7: 22%
A score of 6 and lower: 13%

These scores show a 9% improvement compared to the previous year, so I am satisfied that the students are performing at the required proficiency and that the reduction of one chapter last year is a valid decision that should be maintained.

Reading Comprehension:

This portion of the exam is more difficult to analyze because of vocabulary differences between the standardized test and the textbook, and also because the readings at the elementary level are rather short. The results are as follows:

A score of 40% or higher: 57%
A score of 39-28%: 30%
A score of 27% or lower: 13%

These scores are similar to the previous year and are at an acceptable level. Again, I would recommend maintaining the current syllabus allowing more time per chapter so that the readings in the textbook may be covered.

Intermediate French

I concluded that at the end of the second semester of Intermediate French, the students should attain a score of 18 correct responses. This year the exam was also given at the beginning of the first semester in order to compare results at the end of the second semester. The results are as follows:

Grammar:

	First semester	*second semester*
A score of 18 or higher:	0%	60%
A score of 17-15:	*20%*	*40%*
A score of 14 or lower:	*80%*	*0%*

These scores demonstrate great improvement compared to the pretest, and also to the previous year. The goal for next year would be to raise the top score even more.

Reading Comprehension:

I concluded that the students should achieve a score of 60% or higher on this portion of the exam. The results are as follows:

	first semester	*second semester*
A score of 60% or higher:	20%	60%
A score of 59% or lower:	*80%*	*40%*

Although these scores show an improvement when compared to the pretest, they are somewhat lower than last year. The same material was covered, but different abilities of the students could account for the differences. The scores are still within an acceptable level.

Recommendations:

This year the implementation of the language lab has improved the efficacy of the program, and continued requirements of work in the lab, including conversation practice with native speakers or majors, should be maintained. Oral assessment is done on each chapter test and all students in the second semester give an oral presentation, but a standardized assessment tool needs to be developed for oral evaluation. An assessment tool for the majors and minors also needs to be developed.

Intermediate Spanish

I concluded that at the end of the second semester of Intermediate Spanish, the students should be able to answer all 38 questions in the grammar section, as well as all 39 questions in the reading comprehension section. This year, the exam was given at the beginning of the first semester and the end of the second semester by the two instructors, John Zyck and Vilma Best. The results are as follows:

Grammar:

	first semester	*second semester*
A score of 60% or more:	*27%*	*53%*
A score of 59% or lower:	73%	47%

These scores reflect a doubling of the amount of students who passed the grammar section of the exam at the beginning of the first semester. The goal for next year will be that 70% of the students score 60% or higher on the grammar section at the end of the second semester.

Reading Comprehension:

	first semester	*second semester*
A score of 60% or higher:	*47%*	*47%*
A score of 59% or lower:	*53%*	*53%*

Since there was no improvement in the ability to comprehend reading in Spanish, the goal for next year will be to raise the top score to be at least 60%. This year, no serious effort was placed on reading comprehension. This will change next year, as a literary reader will be added to the curriculum.

Elementary and Intermediate Spanish

Oral Proficiency

Oral proficiency was demonstrated through presentations in class. These were prepared and memorized in advance at the elementary level, but were without advanced preparation at the intermediate level. Next year, the American Council on the Teaching of Foreign Languages Proficiency Guidelines for Speaking will be used as a rubric for scoring students.

Recommendations:

As this was the first year for all instructors, not much assessment took place. Next year, an assessment tool will be used at the end of the second semester of Elementary Spanish, which will be measured for the first time. There will also be a continuing development of the new language lab, including the use of Internet exercises, which will help improve grammatical and reading comprehension.

PRAXIS Exam

The two Lindenwood University students who took the PRAXIS examination in Spanish in January 2001 passed.

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

Assessment Calendar, 2000-2001

Fall semester, 2000
Spring Semester, 2001

Course	Assessment Type	Date of Assessment	Faculty, Student Participation	Data review	Action	Date of next assessment
History 100 (all sections)	Pre-test	August February	Faculty and student assistant	September, 2000 March, 2001	Faculty review; new test for next cycle	August, 2001
	Post-test (Locally generated, objective)	December May	" "	January, 2001 June, 2001		
History 400	Essay (Locally generated)	September-November, 2000 April-May, 2001	Faculty grade; exit interviews with students	January, 2001 June, 2001	Faculty review (compose objective questions)	September-November, 2001
	Transcript analysis	May, 2001		August, 2001		January, 2002

2000-2001 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.

History 100 Assessment

See the General Education Program

History 400 Assessment

2000-2001 was the sixth year of use of the comprehensive examination. Eight graduating seniors took the exam in the Fall semester and nine in the Spring (one of these was repeating the examination). The examination continues to be divided into six areas:

1. Ancient World
2. Medieval/Early Modern Europe
3. Modern Europe
4. The West and the World
5. Early United States History
6. Modern United States History

Students are furnished in advance with four potential questions from each area and are then asked to write one of three of these questions. Our intent is not to surprise the students, but to assess their accumulated learning so that we can continue to evaluate our courses and departmental requirements.

Comprehensive Examination --Fall Semester, 2000

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

Multiplier	% of total	Question
5 X 5	25%	The student answered the question completely.
4 X 5	20%	The student made appropriate use of current and correct historical data and interpretations to support conclusions.
4 X 5	20%	The student demonstrated a command of historical chronology.
4 X 5	20%	The student demonstrated an understanding of causation.
2 X 5	10%	The essay was well organized.
1 x 5	5%	The essay had a minimum of gross grammatical and spelling errors.

Along with the questions, students were furnished with a copy of the rubric and a comprehensive explanation of the grading criteria and process. The examinations were administered during a three week period; each student took two exams per week during a two hour period.

The examination was given on a "pass/fail" basis, with a pass in all questions being required. During the Fall semester seven students passed and one failed. Of those passing, four were asked to repeat at least one of the questions. Of these, all passed on the second try. The student who failed was asked to retake the examination in the Spring semester.

History 400 Assessment Form — Scale: 1-5, 2 and below not passing

1. The Ancient world
2. Medieval/ Early Modern Europe
3. Modern Europe
4. The West and the World
5. Early U.S. History
6. Modern U.S. History

I. The student answered the questions completely.

Multiplier -- 5

Question	1	2	3	4	5	6	Average
Adjusted Score	19.3	15.7	19.3	16.4	22.1	19.3	18.7/25

II. The student made appropriate use of current and correct historical data and interpretations to support conclusions.

Multiplier -- 4

Question	1	2	3	4	5	6	
Adjusted Score	16	14.9	13.7	13.7	17.1	16	15.2/20

III. The student demonstrated a command of historical chronology.

Multiplier -- 4

Question	1	2	3	4	5	6	
Adjusted Score	14.3	14.9	14.3	13.7	16	16	14.9/20

IV. The student demonstrated an understanding of causation.

Multiplier -- 4

Question	1	2	3	4	5	6	
Adjusted Score	16	13.7	13.7	14.9	16	14.9	14.9/20

V. The essay was well-organized.

Multiplier -- 2

Question	1	2	3	4	5	6	
Adjusted Score	8.3	7.7	7.7	8.6	7.7	7.7	7.6/10

VI. The essay had a minimum of gross grammatical and spelling errors.

Multiplier -- 1

Question	1	2	3	4	5	6	
Adjusted Score	4.1	3.6	3.4	4	4.1	3.6	3.8/5
Average Total Score	78	70.5	72.1	71.3	83	77.5	75.4/100

Comprehensive Examination – Spring Semester, 2000

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. Our thought was that if students started with United States history (presumably more familiar) and had only one exam to prepare for, their performances would improve. (Their performance did not validate this supposition.)

Rubric for Spring Semester, 2000

History 400 Assessment Form
1. The Ancient world
2. Medieval/ Early Modern Europe
3. Modern Europe

Scale: 1-5, 2 and below not passing
4. The West and the World
5. Early U.S. History
6. Modern U.S. History

I. The student answered the questions completely.

Multiplier -- 5

Question	1	2	3	4	5	6	Average
Adjusted Score	18.4	18.3	18.3	18	17.8	17.3	18/25

II. The student made appropriate use of current and correct historical data and interpretations to support conclusions.

Multiplier -- 4

Question	1	2	3	4	5	6	
Adjusted Score	14.4	15.6	14.2	14	14.7	14	14.5/20

III. The student demonstrated a command of historical chronology.

Multiplier -- 4

Question	1	2	3	4	5	6	
Adjusted Score	14.9	14.9	14.2	14.9	17.6	14.2	15.1/20

IV. The student demonstrated an understanding of causation.

Multiplier -- 4

Question	1	2	3	4	5	6	
Adjusted Score	15.1	15.8	13.8	13.1	13.8	13.3	14.2/20

V. The essay was well-organized.

Multiplier -- 2

Question	1	2	3	4	5	6	
Adjusted Score	8.9	8.6	7.6	7.6	7.8	7.3	7.97/10

VI. The essay had a minimum of gross grammatical and spelling errors.

Multiplier -- 1

Question	1	2	3	4	5	6	
Adjusted Score	4.5	4.6	3.6	3.8	4.1	4.1	4.1/5
Average Total Score	76.2	77.8	71.7	71.4	75.8	70.2	73.9/100

Comparison with past results:

The rubric in this form was first used during the Spring semester, 2000. Comparative results are as follows:

Spring semester, 2000							
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

These scores suggest that faculty evaluations and/or student scores are reasonably consistent.

Analysis:

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

A comparison of GPA's in history and His 400 results for the Spring semester, 2001 indicated that the only correlation is between high grades and strong performance on the examination. Two students with 4.00 averages wrote consistently superb examination (scores of 95 and 94); but one student with a GPA of 3.8 had an average score of 79. (It should be noted that this score might be rather lower than the student deserved; all readers commented that his scores seemed somewhat low when they were tabulated.)

Other comparisons are:	GPA	His 400 Average Score
	3.1	69
	2.6	78
	2.5	74
	2.6	69
	2.7	61
	2.5	68

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

There were no significant variations in results between the Fall and Spring semesters.

Retakes for 2000-2001 were as follows:

	Fall semester	Spring semester
1. Ancient World	2	0
2. Medieval/Early Modern Europe	2	0
3. Modern Europe	0	0
4. The West and the World	0	1
5. Early United States History	1	0
6. Modern United States History	0	1

In each case of a requested retake, the student passed on the second try. It should be noted that the grades recorded above reflect the passing grades only.

Of the two students who had to retake the first examination during the Fall: one had simply misconstrued the question and wrote a superb second attempt; the other had not adequately prepared, his second attempt was adequate.

Of the two students who had to retake the second examination during the fall: one had a "bad day" and was aware of that fact (he passed on the second try); the other had taken most of his history classes at another institution, but passed on his second attempt.

One of those who had to retake exam one during the Fall also had to retake exam five. This student's work has been of mixed quality throughout his years at Lindenwood.

A single student had to retake exams four and six in the Spring. This student has a pattern of doing the minimum that he thinks will work – in this case he miscalculated.

We are pleased to report that during the Spring semester round of comprehensive examinations, two students performed with great distinction, each averaging well over 90%.

Matriculated students in graduate school;

During Spring Semester the one of our graduates in a graduate history program reported that he had successfully completed his Masters program.

Action for 2001-2002:

The faculty will revise the grading rubric. Especially during the spring semester we noted that the averaged grades for at least one student seemed low. We hope to make the rubric more sensitive while maintaining the same categories.

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.

Exit interviews indicated that most students were amenable to either schedule of examination, although there was a slight preference for the six-week schedule. Students noted that they had adequate notice of the subject matter and adequate time to prepare, although some said they did not prepare adequately. Those who did well universally agreed that faculty explanation of the exams and aid before the exams was adequate. The degree of difficulty and grading were seen as fair. One student noted (with agreement from others) that he wanted the exams to be rigorous in order to maintain the integrity of his degree. This comment was highly gratifying to the faculty.

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.) One instructor took the examination in order to be able to advise students (in a general way) about the nature of the exam. The instructor did *not* breach any confidentiality requirements made by ETS. We expect to have one of our United States history specialists take the examination during the next academic year.

From July, 2000, through May, 2001, 14 Lindenwood History majors took the Praxis examination. Of these:
(Possible score: 200 Score required by Missouri: 152)

	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

All of these students have passed History 400.

The ETS Institutional Summary report provides profiles listing student performance by quartile in United States and World History and geography. As of June 15, the Lindenwood Education Division had not received this report. (Last year's report was received in April.)

These results indicate that our program can produce students whose competency is demonstrated by national examinations as well as local instruments. Generally, performance on the Praxis fits with faculty expectations based on classroom performance. Students who have completed our program with a GPA of 2.5 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.

Praxis Scores (test taken during previous calendar year) compared to GPA (History Graduates (50%+ history courses at Lindenwood). Eleven students fitting the profile took the test: 8 passed on the first attempt (73%); 3 failed (27%), of whom one passed on the second try, one has not retaken, and one has failed three times.

GPA	Below 2.00	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
GPA/Score(s)					
(* fail)	1.84/158	2.09/127	2.60/145*	3.10/140*,156	3.80/164
		2.29/145*,148* 149*	2.60/159	3.25/153	
			2.60/160		
			2.77/161		
			2.8/175		

ACTION for 2001-2002

- Evaluation of results from the HIS 100 General Education assessment instrument as a tool for our program as well. By the end of 2001-2002 will be able to compare results from three semesters and results from at least two versions of the examination.
- We will continue to develop a standardized grading form for papers. The faculty have deferred the question of establishing portfolios for individual students.
- In conjunction with the Education Division, at an appropriate time during the academic year we will poll our graduates working in secondary education to get their suggestions for improving our program.
- This year there were no generalized areas of concern arising from the History 400 examinations.
- 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.
- A pilot program for assessment in Geography will begin in the Fall of 2001.
- 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, 2001-2002

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)	Fall and Spring semesters	History faculty grade; exit interviews with students	Faculty	Depends on results	Fall, 2002
	Objective questions (?)	Spring semester (?)				
	Transcript analysis		Faculty	Faculty		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)	Fall	Griffin	Faculty	Depends on results	Fall, 2002
	CAT	Fall (min. 1)				
History 301	Pre/Post Test (locally generated, objective)	Fall	Kerksiek	Faculty	Depends on results	Fall, 2002 History 302, Spring 2002
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

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.

Narrative of Results:

PHILOSOPHY

Philosophy courses at Lindenwood University are taught using original sources with a strong historical orientation. These courses satisfy the requirement for one religion or one philosophy course. For the purposes of assessment, philosophy courses are divided into; (1) Introductory, (2) Historical sequence, and (3) Logic, Ethics, and Topics courses. In addition to the assessments listed below, courses will be assessed informally by examination of student evaluations and contact between instructor and students.

The Introductory courses are designed for freshmen and students just taking a look at philosophy. These courses use primary readings from a number of sources and are designed for students with no previous training in philosophy. The introductory courses include the following:

Introduction to Philosophy
The Moral Life: A Study in Ethics

Assessment:

- Students are required to read excerpts from primary sources on various philosophical topics. A passing grade indicates that through class discussion, examinations, and short essays the students had at least a rudimentary knowledge of the content of the various topics and readings covered.
- In each course students are required to write at least one paper showing their ability to critically read and analyze a specific set of articles and to present and defend a thesis showing their understanding of the material and the ability to form and express cogent judgments.
- It is the instructor's assessment that the students in all classes developed an appreciation of the diversity of views concerning various topics and an understanding of their various strengths and weaknesses

- A pilot study will be conducted to determine if useful measurements can be made of student progress. This study will consist of a pre-test and follow-up tests to determine progress. Based on the success or failure of that pilot study, plans may be made to extend that kind of assessment to the other courses.

Philosophical ideas are presented in the context of the periods and cultures in which they originated and in terms of the influence that each set of ideas had on subsequent theorizing. The historical sequence includes the following:

Ancient-Medieval Philosophy	600 B.C.E. – 1350 C.E.
Modern Philosophy	1350 - 1850 C.E.
Contemporary Philosophy	1850 – Present

Assessment:

- Students are required to read original texts in philosophy and a passing grade indicates that through class discussion and frequent quizzes the students had at least a rudimentary knowledge of the content of the various assigned readings.
- In each course students are required to present at least one paper showing their ability to integrate the various philosophical concepts and to do a rational, critical analysis of the material presented in the course. A passing grade indicated that this was achieved.
- It is the instructor's assessment that the students in all classes developed an appreciation of the diversity of world views, moral systems, and religious beliefs extant in the world.
- Further study needs to be done on ways to evaluate whether or not students have learned to respect, preserve, and perpetuate all that is good in each tradition.

The historical focus is supplemented by courses that treat the special philosophical disciplines inherent in a liberal arts education, ethics and logic. In the following courses both an historical and a conceptual approach are used:

Ethics: From Aristotle to Contemporary

Logic: Aristotelian and Symbolic

Selected Topics In Philosophy

Assessment:

- Students are again required to read original texts in philosophy. See above
- Numerous techniques, including logic problem solving, discussion of moral dilemmas, debate techniques, solving logic game patterns, and developing and presenting rational, critical, step-by-step arguments in logic are used to develop the student's ability to understand and use the various methods in logic and ethical decision making. It is the instructor's evaluation that the students can and do develop logic and ethical decision making skills in the classroom.

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 will be found under General education assessment.

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. There are currently eleven religion majors, seven of which are incorporating their study of religion with some other area of expertise. These upper level courses include:

Religion in America

Old Testament
New 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.
- Approximately eighty percent of the students who enroll for these classes have already developed at least a rudimentary appreciation of the diversity of world views, moral systems, and religious beliefs extant in the world. Those who have not are faced with having to expand their thought horizons or face a difficult semester. These students, even with the encouragement and support of the instructor often drop the course in the first few weeks.
- Regarding a sense of openness to and acceptance of other cultures and traditions very different from one's own, see the previous comment.
- Students at this level usually have begun to develop an understanding of the difference between an academic study of religion and a theological study of faith. Emphasis is placed on further developing ways in which the student can expand and implement the academic study of religion in a career or profession. Results are being tallied of the ways in which students use this training in their careers. Since this is a new program major, data is not yet available.
- Sections of original text are assigned in each course and quizzes and class discussions are used to determine the amount of understanding students have of original literature and important historic texts that have influenced the cultures and civilizations of the world. Results of testing indicate that the students are able to read, discuss, critically analyze, and evaluate the meaning and importance of most of the texts used. Again, it is felt that this exposure has a positive long term effect, even though the effect can not be measured quantitatively.
- It is the instructors' evaluation that most students are able, at the end of these classes, to understand the need to respect, preserve, and perpetuate all that is good in each tradition and that in understanding that need, are more likely to begin to incorporate these values and traditions in their lives and careers. More study, as indicated above, is needed to define ways to measure this objective. This will be a major objective of the planning sessions for faculty in the fall of 2001

Assessment Calendar

Course	Assessment type	Date of assessment	Student/Faculty Participation	Date of review	Action Taken	Next assessment
Intro to Phil Moral Life/Ethics	Course Grade Critical Paper	Spring Semester 2001	Instructor Evaluation	May 20-30	Plan to develop Pre/post test Will review assessment	Fall 2001
World Religion	Pre/post test Re-administration of last year's instrument	Spring Semester 2001	Instructor Evaluation	Will complete August 2001 May 20-30	Review before Spring 2002	Fall 2001 Revise for fall 2001
Upper Level Religion	Critical paper	Spring semester 2001	Instructor Evaluation	May 20-30	Will review assessment	Revise for Spring 2002

FINE AND PERFORMING ARTS DIVISION

Art 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.

ASSESSMENT OF STUDENT PERFORMANCE
SPRING 2001

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 285 grades were issued. 192"A"s; 66"B"s; 23"C"; 5 "D"s; 14 "F" s, 6 incomplete grades is the numerical breakdown.

OUT OF 135 ART MAJORS: (Includes Graduate Students)

a. 91.5% of all art majors completed (280 out of 306) major course work for which they were enrolled in S-01 and demonstrated artistic achievement through class work and enthusiastic, high quality participation in exhibitions.

b. Of the remaining approximately 8.5 %:

1. A major source of "F" grades was failure of students to notify registrar that they wished to drop a class. They became no shows after a few meetings and neglected appropriate withdrawal action. Faculty are precluded from taking this step unilaterally. In all cases The Student Life 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, economic changes or family problems. It is uncertain that these students will successfully complete course work. The problems are often ongoing and beyond school resources to solve.

4. 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 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.

"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 Photography we use field trips to important St. Louis studios and give the students an opportunity to engage people in the industry.

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 years work is an intense, first hand learning experience for the participating students. 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	192	66	23	5	14	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 Community Chorus
MUS 114 Class Piano I
MUS 115 Class Piano II
MUS 165 Introduction to Music Literature(GE)
MUS 260 History of Jazz(GE)
MUS 356 History of Music II(GECC)
MUS 357 History of Music III(GECC)

These courses fulfill several of the specific goals of The Mission of Lindenwood University by: 1. providing five courses which fulfill several of the categories of the Lindenwood University General Education Requirements. These course offerings show that the Lindenwood University Music Department functions within an integrative liberal arts curriculum. 2. 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 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 an acceptable level of musical skill and development as a performer with chronologically appropriate talents and aptitudes. The student must also possess the ability to receive and use positive criticism during a private vocal or instrumental music lesson.

ENTRANCE AUDITION

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

Musical element	**Criteria for evaluation**	**Score**
Sense of pitch	Does the student play or sing in tune with the piano?	
	Never(1) Some of the time(2) Almost all of the time(3)	
Rhythm	Does the student keep a steady beat and play or sing rhythms accurately?	
	Never(1) Some of the time(2) Almost all of the time(3)	
Dynamics	Does the student play or sing changes in dynamics that are audible and appropriate for the musical selection?	
	Never(1) Some of the time(2) Almost all of the time(3)	
Style	Does the student play or sing with a style appropriate for the historical context of the selection?	
	Never(1) Some of the time(2) Almost all of the time(3)	
Scales	Does the student play the correct notes in the scale requested?	
	Never(1) Some of the time(2) Almost all of the time(3)	
Teachability	Does the student accept positive criticism and try to incorporate the suggested changes during the teaching session?	
	Never(1) Some of the time(2) Almost all of the time(3)	

Comments:

Individual Observations: Sometimes low scores in pitch, rhythm, dynamics, style and scales are the result of poor teaching and not the fault of the student or due to a lack of talent. Often the student will improve drastically during the teaching portion of the audition thus revealing a potential that outweighs the audition score.

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 the interview:

1. Explain and write out the Circle of Major Fifths
2. Notate all 12 Major and all 12 Natural 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 audition and 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.

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 successes 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 lets these problems 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 and music performance majors.

Suggested materials and competencies for the Jury will be the following:

1. All Major, Harmonic and Melodic Minor Scales the full range of the instrument in sixteenth notes in any tempo from MM=80 --120 in any articulation requested.

2. All Major, Augmented, Minor and Diminished Arpeggios, the full range of the instrument in eighth notes in any tempo from MM=80--120 in any articulation requested.

3. All Major Major, Major Minor, Minor Minor, Half Diminished and Fully Diminished Seventh Chord Arpeggios in eighth notes in any tempo from MM=80--120 in any articulation requested.

4. A major work which will probably be performed on either the student's junior or senior recital. This composition should be equivalent to a multi-movement Sonata or Concerto. Piano accompaniment is required.

Successful completion of the technical materials (items 1-3) include the following:
1. A maximum of 2 pitch errors/item requested.
2. Steady tempo with even rhythms
3. Consistently accurate pitch
4. A maximum of 2 articulation errors/item requested

Successful completion of the major work include the following:

1. A maximum of 5 pitch errors/movement.
2. Accurate and steady tempo with even rhythms and flexibility where indicated in the score.
3. Consistently accurate pitch with the piano
4. The student plays with a style that is accurate and consistent with the time period of the composition.
5. The soloist and pianist play together as an ensemble with steady rhythm and flexibility where indicated in the score
6. The soloist and pianist play dynamics as indicated in the score with effective contrasts in soft and loud dynamics.

The examination portion of the Jury will concentrate on verbal answers to questions posed to the candidate in relationship to the courses completed in Music History and Theory. The student must score at least 80% B on this portion of the Jury. If the student scores lower, the student will be required to submit a research paper addressing the deficiencies cited no later than 6 weeks into the next 16 week semester.

Five students took Sophomore Standing Juries Spring Semester, 2001. Four of the students passed and were advised to continue as music majors. The one person who failed was advised to continue as a student at Lindenwood but to change the major area of study. This course of action was taken because the student chose not to show up to play the Jury on the schedule day and time. The student had also performed poorly in all courses in the major during both Fall Semester 2,000 and Spring Semester, 2,001. Repeated and ongoing attempts to counsel this student were fruitless. The student chose to work a minimum of 40 hours/week at a local department store rather than concentrate and focus on educational goals at Lindenwood.

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.

All Music Performance Majors will perform both a Junior and Senior Recital. The criteria for the Junior Music Performance 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.

Three students performed and passed all criteria for the Junior Music Performance Major degree recital during Spring Semester, 2001.

The criteria for the Senior Music Performance Recital Jury 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(s)

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.

Four students performed and passed all of the criteria for the Senior Music Performance Major degree recital during Spring Semester, 2001.

5. PRERECITAL JURY EXAMINATIONS

Every student scheduled to perform a degree recital must also perform a prerecital jury examination 4 weeks before the recital date. The prerecital jury will be performed exclusively for the student's recital 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.

Seven students took Prerecital Jury Examinations Spring Semester, 2001, and all of them passed with unqualified results.

6. MUSIC HISTORY ENTRANCE AND EXIT EXAMINATION

After the student has taken MUS 165, Introduction to Music Literature, during either the Fall or Spring Semesters of the Freshman year, the student will be given a pretest designed to measure the level of understanding the student has attained or will attain in specific areas of music history and conducting following 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 and 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 test will be compared to determine the effectiveness of both 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.

Five students took the exit exam at the end of Spring Semester, 2001. Two students earned an A, two students earned a B, and one student earned a C. The student who earned a C took two of the three music history courses required at a different University. The weaknesses in this student's test were in the eras covered in the courses while at the other university. Successful completion of the exit exam is defined as scoring the grade C or better on the exam.

THEATRE

THEATRE PROGRAM ASSESSMENT—Spring 2001

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 instruments:

The Theatre Faculty assesses the undergraduate and graduate majors in both course work 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.

During the Spring semester 60% 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.

23% of the students passed course work, but did not participate in production. (The faculty will meet with these individuals to stress the importance of the lab component of the major)

3% 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 classroom performance. These students will be eligible for participation after the 4-week grade report in the Fall semester)

7% of the students worked professionally during the spring term.

8% of the students are teachers who were using material learned in departmental classes to supplement classroom material.

In addition, 21% of all theatre majors secured professional employment during the spring.

Credit Hour Grade distribution :

A= 65% B=21% C=10% D=1% F=2%

Several students are capable of better class performance. The major problem the Faculty has experienced is that these students have a very high absentee rate and do not complete assignments as stated in the syllabi. This is in spite of the fact that the Faculty frequently calls these students and encourages them to come and speak with us about their problems.

LINDENWOOD THEATRE PROGRAM
GENERAL ASSESSMENT PROCEDURES

Lindenwood University's Theatre faculty has a unique prospective from which to evaluate what the students learn and when they learn it. Since the faculty is actively engaged with students during class and rehearsal/shop time for twelve to sixteen hours a day, we are positioned to develop assessment procedures that are beneficial to each individual student.

Progress is evident over the students' four years at Lindenwood. Individual and group feedback is an essential element of the development process.

Actors are also given the opportunity to audition before faculty members each semester and are cast in productions. The faculty and the general audience constantly evaluate our students. Students' performances are also videotaped so that they may evaluate and reflect on their own growth.

In efforts to further assist the students, the faculty conducts out of class mentoring to assist students with auditions, resume preparation, as well as graduate school selection and/or career advice.

Other forms of assessment include pre and post tests, examples of which are included in this document.
From the pre- and post-tests, we hope to gauge the student's knowledge of the content in an objective manner. Through comparing and contrasting the results of both tests, we will be better prepared, through empirical data, to ascertain any changes needed in the delivery of the material, as well as the breadth and scope of the material covered in the courses.

Performance classes are very subjective in nature and, while an overall set of objectives is developed for these classes, assessment is based on an individual basis. For these classes, students engage in peer evaluation and critique, thus involving them first-hand in the assessment process.

As an overall standard measure of assessment, we will give an entrance survey focusing on what the student expects to accomplish through the course. At the end of the term, we will give a survey asking students if they feel the course has met their expectations, where the course fell short of those expectations and why, and where the course exceeded their expectations. This, again, will better prepare the faculty to evaluation any changes needed in the coursework.

FORM #1
FRESHMAN/TRANSFER STUDENT SURVEY

1. Are you a transfer student from a junior college or a four-year college/university?

   ____ yes ____ no

2. If so, from which college or university did you transfer?

3. Are you entering as a freshman?

   ____ yes ____ no

4. If yes, from what high school did you graduate?

5. Have you attended any of Lindenwood University's Performing Arts Days?

   ____ yes ____ no

6. Why did you choose Lindenwood University?

7. What are your expectations of Lindenwood's Theatre classes and program?

8. Are you working while attending college?

____ yes _____no

9. If so, how many hours do you work a week?

a. 1-10 hours.

b. 11-20 hours.

c. More than 20 hours.

10. How many credit hours are you enrolled in this semester?

11. In what city do you live?

ADDITIONAL COMMENTS:

[NOTE: AT THE END OF THE SEMESTER ONLY QUESTIONS 7-10 WILL BE ASKED AS WELL AS THE "ADDITIONAL COMMENTS."]

FORM #2
EXAMPLE PRE-TEST FOR DIRECTING I

1. How does a written script analysis assist the director in the staging process?

2. What is the purpose of movement?

3. Define composition.

4. Define picturization.

5. What purpose do properties serve?

6. What is a groundplan?

7. Why should a groundplan resemble an obstacle course?

8. What advantages do levels serve?

9. Explain how and why directing is a collaborative art.

10. How much, at this point, do you know about directing?

FORM #3
STUDENT ASSESSMENT FORM

Please rate your classmates performance in the areas listed on the grid.
Rating: 5=outstanding; 4=good; 3=satisfactory; 2=below average; 1=poor.

These forms are anonymous. The instructor tabulates the results.

[Note: should be viewed in Landscape format]

NAMES	PREP	VOCAL CLAIRTY	MOVEMENT	COMMITMENT CONENTRATION/FOCUS	TOTAL

FORM #4
OUTLINE FOR SCIRPT ANALYSIS

[From Francis Hodge's *Play Directing: Analysis, Communication, and Style*}

The student completes the outline with specific references from the text. The student goes on to explain the choices he or she has made.

I. GIVEN CIRCUMSTANCES

A. ENVIRONMENTAL FACTS

1. Geographical location, including climate.
2. Date: year, season, time of day.
3. Economic Environment.
4. Political Environment
5. Social Environment
6. Religious Environment

B. PREVIOUS ACTION
C. POLAR ATTITUDE OF THE CENTRAL CHARACTER

II. DIALOGUE

A. Word choice
B. Choice of phrases and sentence structure
C. Images
D. Peculiar characteristics
E. Sound of the dialogue
F. Structure of lines and speeches

III. DRAMATIC ACTION

A. Divide the play into French scenes and units.
B. Labeling the dramatic action:

1. Assign each line with a present tense action verb.
2. Write a summary statement for each unit.
3. Give each unit a title.

IV. CHARACTER (Analyze EVERY character in terms of the following):

A. Desire
B. Will
C. Moral Stance
D. Decorum
E. Summary list of adjectives.

V. IDEA

A. Meaning of the title.
B. Philosophical statements in the dialogue—explain how these statements contributes to the playwright's idea

DANCE

Dance Program Assessment of Student Performance
Spring, 2000

The assessment is derived from performance records and discussion among the Dance program faculty. Student achievement is evaluated on the basis of successful completion of major course work through demonstration of applied knowledge by choreographing and performing. Students' final projects may include research papers, (Dan 110 & 370), written performance critiques (DAN 110, 309/310), as well as demonstrations of technical skills (DAN 101, 210, 220, 301, 304, 320, &401

New criteria for assessment outside of the classroom which are unique to the dance program have included student participation in adjudicated situations (American College Dance Festival), and the Taylor 2 residency and performance. Continuing success of our program is also evidenced by our affiliation with the Mid America Dance Company, where Lindenwood graduates have been invited to join the company, and Lindenwood interns have proved invaluable as performers. There is an ongoing dialogue with the Artistic Director of the mid America dance Company and the Lindenwood Dance Faculty.

The grades listed below are based on class work and participation in a dance performance series. A total of 96 grades were given. The numerical breakdown is 81 A's, 10 B's, 3 C's, and 2 UW's.

Of 40 dance majors

A. All dance majors but 2 successfully completed major course work in SP 2000. Class work consisted of an amalgam of technique, creative activity, and theoretical and historical analysis. Students' choreography and performance in concert and on tour demonstrated commitment, enthusiasm, and development The Spring, 2001 Dance Concert, the first one ever to feature student choreography created solely by graduating seniors and an MFA Theatre candidate showed greatly increased artistry and professionalism in performance demeanor. Participation in ACDFA and the Taylor 2 Residency contributed greatly to this growth.

B. The students who were less successful had frequent absences and emotional problems. They were counseled by all faculty members in whose classes they were enrolled and given many opportunities for extra credit and to improve attendance. As a result, all but two were able to pass their classes.

Assessment of Dance program Pedagogical Methodologies

On completing the fourth year of our major, the dance program faculty is delighted with the continuing progress and enthusiasm shown by our students. The large percentage of A's reflects the high caliber of student we are now attracting to our program, as well as the attention we give each student. We meet frequently during the semester to evaluate our approaches and assess student progress. We endeavor to notice potential problems before they spread.

We are continuing to provide opportunities for our students to have contact with the world of professional and educational dance, helping them develop the variety of skills they will need to succeed in a highly competitive profession. The Internship Program with students placed at major dance studios and in public school dance programs, and the Mid-America Dance Company partnership exemplify this approach.

In addition, students are actively pursuing double majors and minors in business, athletic training, education, and psychology to further enhance professional preparation.

Finally, dance majors are given individual attention and evaluations. All dance faculty offer students the opportunity to do extra credit assignments such as additional choreography, written performance critiques, and extra research papers in order to provide every opportunity for them to learn the material and to reward demonstrations of willingness to learn.

Grade distributions were as follows:

Grade	A	B	C	D	F	UW
Totals	81	10	3	0	0	2

Theatre/Performing Arts majors taking dance classes – Grades, Spring 2001

A	B	C	D	F	UW
33	2	1	0	1	0

Graduate Theatre Majors Taking Dance Classes – Grades, Spring 2001

A
1

COMMUNICATIONS

MASS COMMUNICATIONS MAJOR

Goals, Objectives, Expectations

Goals: Students who successfully complete the requirements of the Mass Communications major curriculum should be able to

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: Students who successfully complete the requirements of the Mass Communication major curriculum will

1. demonstrate mastery of the factual knowledge appropriate to their chosen areas of emphasis (see expectations A through G following)

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 the audio equipment basic to radio production; 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

Expectations:

A. Students with an Radio/Television/Electronic Media emphasis will

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

B. Students with an Electronic Journalism emphasis will

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

C. Students with a Public Relations emphasis will

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

D. Students with a Communication Management and Sales emphasis will

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.

E. Students with an Industrial Communications emphasis will

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, 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 pasic management/accounting practices in a communications business.

F. Students with a Multi-Media emphasis will

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, 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.

G. Students with a Sports Information emphasis will

1. 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.

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; then, 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.

CORPORATE COMMUNICATIONS MAJOR

Goals and Objectives

Goals:

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:

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; and edit a music video

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

ASSESSMENT IN COMMUNICATIONS

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 an examination which 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 professional portfolio comprising materials indicating competence in his/her particular area of interest; portfolios are then assessed on the basis of academic and professional adequacy by members of the Communications faculty.

2000-2001 Assessment Results

Some 49 students enrolled in COM 460 (Senior Seminar) during the Fall 2000 semester. Of the 49 who completed the course, 48 posted satisfactory results on the comprehensive examination, indicating an adequate knowledge of the components of the major. Those 48 students required between one and four "tries" before passing all sections of the exam.

The portfolios of 46 or the 49 who submitted them were judged adequate; thus, three students failed the course.

One of the students who failed Senior Seminar in the Fall semester of 2000 enrolled in a Spring semester, 2001, section of COM 460. This student passed all sections of the comprehensive exam by the 5th try and submitted a portfolio judged adequate.

The Sciences Division

Chemistry

Goals and Objectives

Goals:

1. Increase students' problem solving skills

2. Prepare and train our graduates for

   a. professional work in chemistry
   b. continuation on to graduate studies in either Chemistry or related professions such as medicine or dentistry

Objectives:

1. Acquire sound facts and principles (theories) in the core areas of Chemistry-Analytical, Inorganic, Organic, and Physical

2. Conduct laboratory experiments in Chemistry safely and competently

3. Carry out literature search to seek out and extract relevant information from chemical publications

4. Organize, present, and defend results and conclusions based on literature and/or experimental results

5. Select one or more specialized topics in Chemistry for more in-depth studies

Assessment of Objectives
for Chemistry Majors

1. All seniors will be required to take a standardized test such as the Graduate Record Examination or the American Chemical Society's test(s) covering the four core areas of Chemistry (general, analytical, organic, and physical). The results will serve in pointing out the strengths and weaknesses of our four-year program. Adjustment and fine tuning of the Chemistry program will evolve as needed.

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

3. 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 discussion and critique. A grade will be awarded and one credit hour earned.

4. 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.

Assessment Report Chemistry Department
Spring 2001

General Education Component:
Concepts of Chemistry

Objectives:

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

Assessment Techniques

Classroom Assessment Techniques- minute paper/muddiest point

The students were given a lecture on organic nomenclature and functional groups.
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 me to review those specific points during the next lecture offering immediate clarification to the student (I hope). I will use this technique 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.

Next steps in Assessment of Non-Majors: A pre/Post Test assessment tool will be designed for CHM 100. A preliminary version of the Pre/Post Test willing the Spring 2002 semester and any necessary modifications will be made.

Chemistry Majors:

CHM 351 Analytical Chemistry Four unit exams were given with an overall average of 79%. The average on the final exam was 75%. 11 of 11 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. 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 62% in CHM 361 and 80% in CHM362. 20% of the course grade was determined from laboratory experiments. The final exam average in CHM361 was 61% and in CHM362 was 74%. 17 of the 20 students enrolled in CHM361 received a grade of C or better. 14 of 15 students enrolled in CHM362 received a grade of C or better.

The overall averages of the students were up significantly from last year's results. I feel some of this is due to the increase in practice problems given to the students and the 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 were nine students enrolled and all received a grade of C or better.

CHM 441 Inorganic Chemistry This is a senior level course that also reviews and ties together many of the topics the students have covered in previous courses. The students had a good recall of the majority of the topics but needed some more review on molecular bonding and on group theory. These topics will be addressed in depth next semester. There were nine students enrolled and 7 of 9 students received a grade of C or better.

Next steps in assessment of majors: During the fall 2001 semester, the chemistry faculty will evaluate various options for improving the assessment of the majors, including Pre/Post Testing of Freshmen and Seniors; administering a standardized test such as GRE or ACS; tracking the success of graduates in employment, graduate, and professional schools. One or more new assessment tools for chemistry majors will be implemented by 2002/2003.

Computer Science

Goals and Objectives

Computer science answers the fundamental question: What can be automated? (Computers automate the processing of information)

The following goals are consistent with "Computing Curricula, 1991", a Report of the ACM/IEEE-CS Joint Curriculum Task Force.

Our approach has been to refine these goals, and then build our objectives from the fundamental knowledge units that are consistent with the discipline and our present resources, keeping in mind where we want to transition our curriculum in the future.

Goals:

1. Prepare the student for a lifetime career in computing by establishing a foundation for life-long learning and development

2. Prepare the student for entry into the computing profession and for graduate study in the discipline of computing

3. Graduates would understand the field of computing, both as an academic discipline and as a profession within the context of a larger society

4. The student will appreciate the interrelationship between the three processes of theory, abstraction, and design as they apply to the Computer Science discipline

Objectives:

The graduate will

1. develop a sound level of understanding of each of the following core subject areas:
    a. algorithms and data structures
    b. architecture
    c. database and information retrieval
    d. human-computer communication
    e. numerical and symbolic computation
    f. operating systems
    g. programming languages
    h. software methodology and engineering

2. be able to properly document a computer program, providing both external and internal documentation

3. be able to solve specific constrained problems effectively, providing a quality design and appropriate testing

4. be able to do a literature search to obtain relevant information from a Computer Science publication

Assessment in Computer Science

There will be two primary means of assessment. These are testing and the evaluation of software projects. Testing will be performed in the following courses that are listed in the matrix. The purpose of this matrix is to show which courses support each core subject.

CORE SUBJECTS:	COURSES:
a. Algorithms and Data Structures	CSC 407
b. Architecture	CSC 303, 304
c. Database and Information Retrieval	CSC 305
d. Human-Computer Communication	CSC 101
e. Numerical and Symbolic Computation	CSC 410
f. Operating Systems	CSC 304, 406
g. Programming Languages	CSC 101, 102 408, 410, 220
h. Software Methodology and Engineering	CSC 101, 102, 410

Software project evaluation will be performed against the department standard for internal and external documentation, software testing, and quality design. Each student will be provided with a copy of the standard for project evaluation. A copy is appended here as well.

COMPUTER SCIENCE PROGRAM
ASSESSMENT OF COMPUTER SCIENCE MAJORS
FOR FALL 2000

The Computer Science Program has adopted program goals and objectives. Two primary means of assessing the program were chosen. These are testing and the evaluation of assignments and software projects. A comprehensive final exam, projects, and/or periodic tests were given in each of the classes to measure the student's attainment of those objectives. Also, software projects were given and measured against how well the student met the program's software documentation standard. This software documentation standard was given in CSC 101 and CSC 102 and possibly modified by each instructor in the higher level Computer Science classes. This standard is a mechanism to analyze such key points as quality of user and system documentation, software testing, and quality of design.

In Computer Science, each instructor has on file a course syllabus and corresponding final exam administered for *Fall 2000*.

The following matrix summarizes this assessment for the Computer Science majors (pre-engineering majors are also included) who took the following classes in *Fall 1999*.

	A	B	C	D	F	OTHER	TOTAL
CSC 101.11	4	4	5	3	1	1	**18**
CSC 101.21	4	5	4	4	2	6	**25**
CSC 102.11	6	5	12	5	8	6	**42**
CSC 301.11	4	2	4	5	2	2	**19**
CSC 3043.21	1	0	1	1	2	2	**7**
CSC 305.11	2	3	3	3	0	0	**10**
TOTALS:	**21**	**19**	**29**	**20**	**15**	**17**	**121**

Across the Computer Science Program, the percentage of students who demonstrated mastery of the program objectives at the following levels are:

17.3% at the A level
15.7% at the B level
22.0% at the C level
15,1% at the D level
11.3% at the F level
14.0% Other (withdrew)

NOTE: 73.4% of students received A, B, or C in all the above classes.

COMPUTER SCIENCE PROGRAM
ASSESSMENT OF COMPUTER SCIENCE MAJORS
FOR SPRING 2000

The Computer Science Program has adopted program goals and objectives. Two primary means of assessing the program were chosen. These are testing and the evaluation of assignments and software projects. A comprehensive final exam, projects, and/or periodic tests were given in each of the classes to measure the student's attainment of those objectives. Also, software projects were given and measured against how well the student met the program's software documentation standard. This software documentation standard was given in CSC 101 and CSC 102 and possibly modified by each instructor in the higher level Computer Science classes. This standard is a mechanism to analyze such key points as quality of user and system documentation, software testing, and quality of design.

In Computer Science, each instructor has on file a course syllabus and corresponding final exam administered for *Spring 2000*.

The following matrix summarizes this assessment for the Computer Science majors (pre-engineering students are also included) who took the following classes in *Spring 2000*.

	A	B	C	D	F	OTHER	TOTAL
CSC 101.11	5	3	2	3	2	15	**30**
CSC 102.21	2	4	3	4	1	6	**20**
CSC 102.11	1	5	12	4	1	1	**24**
CSC 102.21	3	3	2	0	0	4	**12**
CSC 311.21	2	3	1	2	2	0	**10**
CSC 406.21	3	2	9	0	1	1	**16**
CSC 407.11	3	2	2	2	0	0	**9**
CSC 408.11	2	2	2	4	0	1	**11**
Totals	**21**	**24**	**33**	**19**	**7**	**28**	**132**

Across the Computer Science Program, the percentage of students who demonstrated mastery of the program objectives at the following levels are:

15.9% at the A level
18.2% at the B level
25% at the C level
14.3% at the D level
21.2% at the F level
0.1% Other (incomplete)

NOTE 1:59.1% of students received A, B, or C in the classes above CSC 101 – Computer Science I. Note: The class CSC 101 is used by many students to decide if they really want to major in Computer Science.

2: A different text for CSC 102 has been selected for Fall 2000. The new text will more directly focus on the main concepts, providing a broader view of the subject.

Mathematics

Goals:

The Mathematics Program has three target areas: The Lindenwood College community, the Lindenwood College Mathematics majors, and Mathematical Science as a discipline. The Mathematics program strives to:

1. serve the college community through the General Education requirements

2. provide viable Mathematics majors who can succeed in graduate school, become Mathematics educators, or use mathematical expertise in other professional areas

3. serve the Mathematical Science discipline by encouraging faculty and students to understand, apply, and develop Mathematics independently.

Objectives:

In fulfilling the requirements for a major in mathematics, the student should be able to

1. understand basic concepts of algebra, analysis, geometry, discrete mathematics, physics, and computer science and concepts from at least two of the following areas: probability and statistics, numerical analysis, algebraic structures, and advanced geometry.

2. recognize the interrelationship between areas of mathematics.

3. know the basic skills and computational techniques.

4. understand the nature of mathematical proof.

5. read, understand, apply, and develop mathematics independently.

6. know the historical development of mathematics and an awareness of its dynamic nature.

7. appreciate the applications of mathematics to various disciplines.

8. be aware of the rapidly changing technology that is available to the mathematician and be able to make confident use of these tools.

9. understand the way in which mathematics is most effectively communicated to the variety of audiences which compose the classroom as a creative activity. (This is particularly for the mathematics major planning to teach.)

In fulfilling the Mathematics discipline goal, the mathematics department will develop a(n)

1. recognition of the interrelationships between areas of Mathematics

2. understanding of the nature of Mathematic proof

3. ability to read, understand, apply, and develop Mathematics independently

4. appreciation for applications of Mathematics in various disciplines

5. awareness of the rapidly changing technology that is available to the mathematician and the ability to make confident use of these tools.

Mathematics Program Assessment

Assessment of the Mathematics major each semester will consist of a file and a report. Each instructor will submit a copy of his/her syllabus as well as a copy of the final for each course taught each semester. The syllabus will demonstrate that class assignments, projects, and testing relate to the program objectives. The successful completion of the final examination will serve as evidence that such objectives were met. Starting with the Fall Semester, 1995, a third document has been included in the file. The instructor's epilogue is a narrative which enumerates what was accomplished and includes recommendations for future offerings of each course. In addition to the program North Central file that contains the three documents mentioned above, course grades and course epilogues will be summarized.

General Education Mathematics Assessment:

This information may be found under the General Education Program

ASSESSMENT OF MAJORS
MATHEMATICS
2000-2001

This assessment is based on six graduating majors.

Degrees	Number	Plans
Mathematics & Secondary Education	3	Teaching
Mathematics	2	Graduate School in Mathematics
Mathematics & Computer Science	1	Work in Information Technology

The final GPA's are 2.54, 2.77, 3.47, 3.58, 3.64, and 3.82. The Mathematics Major may not prepare students for graduate school. The department does not offer a course in Advanced Calculus or Analysis. In the past this course was handled as an independent study.

All of these majors did well in the lower level math courses, including calculus.

Students' problems generally began in MTH 200, Intro to Advanced Mathematics. Some of the students received A's in the class, but all struggled with the concept of "proof". They were able to begin to solidify this notion by using it in later courses. Most have stated that no matter how much they disliked MTH 200 while they were enrolled in it, they were very glad to have had it later when they took the upper level courses. Therefore, the program has filled a need, enhanced the students' natural abilities and expanded their field of knowledge.

Do our upper level courses meet the needs of our students? Do we need an exit exam? Do we need a capstone course to prepare our students for life after Lindenwood? Should we tailor our program to meet the needs of business, or do we retain a program designed to develop thinking skills in all areas by maintaining a strong problem-solving based degree? Do our graduates who are becoming certified to teach middle school and high school have the appropriate preparation for the Praxis exam?

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:

1. Non-majors will show increased understanding of the fundamental concepts of biology and an appreciation of the relevance of biology in modern life;
2. 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
3. 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 take 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 2000-2001

Non-majors Assessment

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. 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.

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 incorporate dthese points into the total final exam score.

Assessment in biology is accomplished in the following ways:

1. Seniors take BIO401: Biology Review. This course emphasizes student assimilation of core areas in biology. Results are used to assess students' success in the major and to assess faculty success in presenting the areas. Testing is multiple choice, chosen from various test banks of books used while at Lindenwood. Other multiple choice questions are designed to mimic questions used in previous MCAT and GRE tests.

2. Majors participate in various kinds of independent studies. Some are done with departmental faculty, some with investigators at other institutions or corporations. Most of these independent studies require
   - an information search concerning the problem
   - a proposal of how to approach the problem

- field or laboratory research
- a presentation of the data and conclusions

Assessment includes faculty or mentor evaluation as well as the evaluation that happens at professional meetings during poster sessions. This does not always happen, but when it does, we consider it an assessment tool.

3. Other assessment tools are represented by papers, presentations, journals and laboratory reports.

4. In the Spring 2001 semester a preliminary assessment test was administered in Pre- and PostTest fashion to students enrolled in BIO 151 General Biology I. We plan to revise this test and begin administering it to all students at the beginning and end of BIO 151 and again to senior students when they are enrolled in BIO 401 Biology Review. A companion test will be developed to cover the material in BIO 152 General Biology II. This test will also be used as a Pre/PostTest to assess student achievement in BIO 152 and again in BIO 401 to assess the effectiveness of the overall program. (See the Results and Action Line sections for further information.)

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next
BIO 100	PreTest	Aug & Jan	Faculty	Jan & June	None	Aug 01
BIO 100	PostTest	Dec & May	Faculty	Jan & June	Modify Test and/or Revise presentation of material	Dec 01
BIO 151	PreTest	Aug & Jan	Faculty	Jan & June	None	Aug 01
BIO 151	PostTest	Dec & May	Faculty	Jan & June	Modify Test and/or Revise presentation of material	Dec 01
BIO 152	PreTest	Jan	Faculty	June	None	Jan 02
BIO 152	PostTest	May	Faculty	June	Modify Test and/or Revise presentation of material	May 02
BIO 401	PostTest	Aug-Dec	Faculty Students	Jan	Major revision of course focus Plan to incorporate new BIO 151/152 Pre/Post Tests as part of assessment	Dec 01

2000-2001 Assessment Results

Non-Majors

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 shows the results from students who took both the Pre and Posttests in the Fall semester of 2000 and the Spring semester of 2001.

TABLE I - BIO 100 Pre/Posttest Results

	PreTest	PostTest	Change	Improvement
Semester Averages				
Fall 2000	11.32	14.73	3.14	28%
Spring 2001	11.33	15.05	3.47	31%
Cumulative Results				
	11.32	14.85	3.27	29%

Conclusions:

Students who completed BIO 100 in 2000-2001 demonstrated a 29% average improvement in their understanding of course material, as measured by the Pre/Posttest. There was no significant difference in the results obtained in the Fall 200 and Spring 2001 semesters.

Biology Majors

1. Fall 2000 results of BIO 401 Biology Review testing showed the following of our 12 graduating majors:
   - our strongest areas of learning are in basic chemistry and basic biology, including atomic structure, ionic and covalent bonding, structure of biologically important classes of organic molecules, genetics, and in environmental biology.
   - Our weakest performances test wise were in cell and organelle structure, animal development, the endocrine system and in plant anatomy.
   - As in prior years we found that topics that have been repeated in the most number of courses were best understood by students. This was no surprise, but reminds us of the value of repetition and varied approaches. Atomic structure and chemical bonding illustrated this well. Mitosis and DNA structure are other good examples, probably because students are tested over these materials in General Biology, Cell Biology, Genetics, and Plant Biology before taking Biology Review.

2. BIO 151 General Biology I is the first semester of a two-semester introductory sequence for Biology majors. BIO 151 covers cell structure & function, genetics and some aspects of evolution. BIO 152 General Biology II continues with a brief review of evolution and the remainder of the course focuses on structure & function at the organismic level. Most biology majors take BIO 151 in the Fall semester followed by BIO 152 in the spring. However, in response to student requests, in the Spring 2001 semester we offered one section of BIO 151. Students who succeeded in BIO 151 will then be permitted to enroll in BIO 302 Cell Biology in the Fall 2001 semester, thereby "catching up" with students who took BIO 151 during the preceding Fall.

   During the Spring 2001 semester a preliminary Pre/Post Test assessment was administered to students enrolled in BIO 151. The test consisted of 25 multiple choice questions chosen from the test bank that accompanies the textbook for the course. The average results for these students are shown in Table II.

   TABLE II - Biology Majors Pre/Post Test Results

	PreTest	PostTest	Change	Improvement
All Students	7.56	10.25	2.69	36%
Majors*	8.08	11.92	3.84	48%

   * Some of the student who enrolled in BIO 151 in the Spring 2001 semester did so under the mistaken impression that it is a GE course. During the first week of the semester, students who were not biology or chemistry majors (6 out of 19 total students) were advised to select a different course to fulfill their GE science requirement, however most of them chose to remain in the class. These students performed significantly below the rest of the students on all measures of performance (exams, lab reports, projects, extra credit assignments, and on the Pre/Post Tests). The first row of averages in Table II includes

the Pre/Post Test scores for all students who completed the course. The second row contains averages for biology & chemistry majors only.

3. Our efforts to turn a swamp, left in disarray after the floods of '93, into an outdoor classroom has continued to interest students in taxonomy, ecology, and wetlands politics and education. This is a major independent study area.
    - Practical results of this work thus far have included selection by the local USACE of our Lindenwood students to monitor a Corps project in wetland replacement to assess whether or not the project is working as planned.
    - A second consequence of this departmental project is the development of a checklist of plants and animals that includes organisms not known to be found anywhere else in St. Charles County. Further, the checklist provides a baseline for watching post-flood succession.

Action Plan for Improvements in Assessment

Non-majors

Preliminary analysis of Fall 2000 student performance on each question of the Pre/Post Test has identified several questions that a high proportion (>80%) of the students answered incorrectly on both the Pre and PostTest. In some cases students seem to be selecting an incorrect answer due to ambiguous wording. In such cases, the items will be reworded to improve student understanding. In one or two cases, a question is apparently missed by a high proportion of students because none of the instructors gives significant emphasis to that material. If that is the case, the question(s) will be replaced by (a) more appropriate one(s).

Finally, some questions that are missed by a high proportion of students reflect a lack of understanding of one or more important topics. The biology faculty plans to meet during Faculty Workshop week to devise new ways of presenting such problematic material to improve student comprehension.

Biology Majors

• BIO 401 Biology Review will be revised to focus on two areas of deficiency in our majors: ability to read and evaluate scientific reports from the primary research literature; appreciation of the "scientific way of knowing" and the major historical developments that have produced the body of knowledge that we enjoy today.

1.

• The Pre/Post Test for BIO 151 will be revised based on item analysis of the results from Spring 2001. The revised Pre/Post Test will be administered at the beginning and end of the Fall 2001 and Spring 2002 semesters.

• A Pre/Post Test for BIO 152 will be developed and administered at the beginning and the end of BIO 152 in the Spring 2002 semester.

• The BIO 151 & 152 Pre/Post Tests will be administered to students in BIO 401 Biology Review in the Spring 2002 semester.

• Beginning with the Spring 2001 graduates, we will develop and maintain a database of graduating biology majors that will include information on graduate and professional school acceptances, teaching positions offered, and types of employment offered.

Psychology Program

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.

Goals and Objectives

The Lindenwood Psychology program organizes its curriculum into five content areas, each area representing a fairly distinct cluster of related courses:

1. Research and Quantitative Methods
2. General/Experimental Psychology
3. Clinical/Social Psychology
4. Developmental Psychology
5. Applied Psychology

Every psychology major is expected to take courses in all five areas. Accordingly, the general goals and objectives of the program, as well as the methods of implementing and measuring them, are listed by area.

Area 1: Research and Quantitative Methods

Goals:

1. To learn theories and methods of research and quantitative analysis in the behavioral sciences

2. To develop a constructively skeptical attitude toward theories, findings, and techniques in the behavioral sciences

3. To learn how to express the results of an empirical analysis in written and spoken scientific language

Objectives:

1. To comprehend the rationale behind standard research designs and quantitative methods in the conduct of behavioral research and the construction and evaluation of tests

2. To correctly interpret and criticize the results of behavioral investigations, in the context of the research techniques applied and the theory or hypothesis tested

3. To correctly apply principles of behavioral research in the planning and conduct of empirical research studies and test evaluation

4. To correctly apply the format and style conventions of the American Psychological Association in organizing and writing research reports and test evaluations; to use appropriate, professional terminology and correct grammar in presenting oral reports on the results of empirical research studies

Implementation

1. Comprehension of basic principles of research and quantitative analysis is realized through (a) reading assignments, (b) classroom lectures, (c) class discussion, and (d) classroom demonstrations

2. Application of methods and execution of critical evaluation and professional reporting are taught through (a) lecture, (b) discussion, (c) the planning and conduct of empirical investigations, and (d) the assigning of research projects and reports

Measurement

3. Comprehension of principles of behavioral research and quantitative analysis is assessed via (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) the content of student-constructed research reports

4. The ability to competently criticize research results and theories is assessed through (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) the content of student-constructed research reports

5. The ability to apply methods of research, quantitative analysis, scientific interpretation, and scientific reportage is measured through (a) multiple-choice and essay/problem examinations, and (b) the form and content of student-constructed research reports

Area 2: General/Experimental Psychology

Goals:

1. To learn and interrelate the major principles, concepts, and theories in the historically fundamental areas of psychology

2. To learn about landmark empirical investigations defining the scientific basis of the historically fundamental areas of psychology

3. To learn to critically evaluate the theories, hypotheses, and chief empirical methods and findings of the historically fundamental fields of psychology

4. To develop a basic knowledge of the history of psychology

5. To apply principles from historically fundamental areas of psychology to new situations and problems

Objectives:

1. To comprehend and retain the chief concepts, principles, and theories from the fields of biopsychology, learning, motivation, cognition, and perception

2. To compare, contrast, and evaluate pivotal concepts and principles within the aforementioned areas of psychology

3. To comprehend and retain the basic empirical methods, findings, and results of the most theoretically and practically important investigations in each of the aforementioned fields

4. To critically evaluate hypotheses and theories in each of the aforementioned fields, in the context of the empirical data and the research methods used to develop and test those propositions

5. To recognize and retain the integrative historical linkages and sequences that led to the evolution of each of the aforementioned areas into its present form

6. To apply concepts and principles from each of the aforementioned fields to novel situations and less basic psychological phenomena, such as those found in the clinical, industrial, and social areas

Implementation:

1. Comprehension of the major theories, historical analysis, and integration, and critical evaluation of theories, methods, and findings in each of the basic areas of general/experimental are implemented through (a) reading assignments, (b) classroom lectures, (c) class discussion, (d) classroom demonstrations, and (e) empirical research projects

2. Application of basic concepts and principles of general/experimental psychology is nurtured through (a) class discussion, (b) lecture, and (c) special assignments (including topical "term" papers) and classroom activities

Measurement:

1. Comprehension and retention of basic theories, concepts, methods, findings, and history of those fields assessed via (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) the content of student-constructed research reports and term papers

2. The ability to competently criticize research results and theories in general/experimental psychology is assessed through (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) the content of student-constructed research
reports and term papers

3. The ability to apply concepts and principles is measured through (a) multiple-choice a essay/problem examinations, (b) the form and content of student-constructed research reports, and (c) student input in class discussion

Area 3: Clinical/Social Psychology

Goals:

1. To learn diagnostic categories of behavioral disorder, theories of etiology, models of abnormality, and major treatment methods

2. To learn the currently prominent and historically significant theories of personality

3. To learn the cognitive and behaviorist theories of social psychology and the chief principles governing human interaction, both within and outside the North American culture

4. To learn about major research methods and studies employed to evaluate competing theories in the fields of clinical, social, and personality psychology

Objectives:

1. To retain the chief taxonomic categories in DSM III-R and be able to identify which behavioral patterns fall into each category

2. To comprehend, retain, and evaluate the statistical, medical, learning, and labeling models of abnormality and evaluate the relative usefulness of each model

3. To comprehend, retain, and be able to compare biological, psycho-analytic, humanistic, cognitive, and behaviorist theories of the etiology of behavioral disorder, including the developmental aspects of each theory

4. To comprehend, retain, and evaluate the major theories, concepts, and principles of social cognition, attitude formation and change, social interaction, and group behavior

5. To comprehend the experimental and nonexperimental methods used to test theories and hypotheses in the fields of abnormal, social, and personality psychology

6. To comprehend, retain, compare, and evaluate the principal approaches to counseling and psychotherapy, especially in relation to the fundamental principles of psychology that underlie these treatment techniques

Implementation:

1. Comprehension, retention, and analysis of DSM III-R categories, models of abnormality, theories of behavior disorder, and clinical and social research methods are implemented through (a) reading assignments, (b) classroom lectures, (c) class discussion, (d) classroom role plays, (e) audio and video types, and (f) topical-paper assignments

2. Comprehension, retention, and evaluation of theories and principles of social psychology and social interaction are implemented through (a) reading assignments, (b) classroom lectures, (c) class discussion, (d) classroom role plays, (e) audio and video tapes, and (f) student-involvement projects

3. Comprehension of the experimental and nonexperimental research methods used in clinical and social psychology is effected through (a) reading assignments, (b) classroom lectures, (c) class discussion and student-involvement projects

4. Comprehension, retention, and evaluation of systems of counseling and psychotherapy are effected through (a) reading assignments, (b) classroom lectures, (c) class discussion, (d) classroom role plays, (e) audio and video tapes, (f) workbook assignments and discussions, and (g) field studies and internships in interpersonal behavior

Measurement:

1. Comprehension, retention, and evaluation of basic theories, concepts, methods, findings, and professional techniques of the social and clinical fields are assessed via (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) the content of student-involvement projects, topical reports, and term papers

2. Comprehension, retention, and analysis of concepts, theories, and principles of counseling, therapy, and human interaction are also measured through role plays, workbook assignments and discussions, and field-study journals

Area 4: Developmental Psychology

Goals:

1. To learn the major models and theories of human development and aging

2. To learn about the mechanics, advantages, and limitations of each major technique of developmental research

3. To learn about the principal developmental tasks of infancy, childhood, adolescence, adulthood, and old age

4. To learn certain practical strategies for dealing with conflicts, problems, and challenges associated with each stage of development

Objectives:

1. To comprehend, retain, compare, and evaluate chief versions of the organismic and mechanistic models of human development, including those implicating biological and genetic processes

2. To comprehend, compare, evaluate, and apply contemporary and historically prominent theories and principles of development

3. To recognize and retain the principal tasks, conflicts, and biological psychosocial changes that characterize each stage of human development

4. To describe and evaluate major methods of researching development, and recognize the circumstances under which each method is most appropriately used

5. To comprehend, retain, and apply practical strategies and tactics for reacting to and coping with developmental problems and conflicts associated with each stage of the life span

Implementation:

1. Comprehension, retention, and evaluation of the models, theories, and principles of human development, as well as recognition and analysis of the principal developmental tasks and conflicts of each developmental stage, are implemented through (a) reading assignments,(b) classroom lectures, (c) class discussion, (d) classroom role plays, (e) audio and video tapes, and (f) student-involvement projects

2. Comprehension and evaluation of developmental research methods are effected through (a) reading assignments, (b) classroom lectures, (c) class discussion, and (d) student-involvement projects

3. Comprehension, retention, and application of strategies for coping with developmental tasks, conflicts, and problems are implemented through (a) reading assignments, (b) classroom lectures, (c) class discussion, (d) classroom role plays, (e) student-involvement projects, and field studies and internships in developmental psychology

Measurement:

1. Comprehension, retention, and evaluation of basic theories, models, principles, and methods of developmental psychology are assessed via (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) the content of student-involvement projects, topical reports, and term papers

2. Comprehension, retention, and application of strategies for reacting to and coping with developmental problems and conflicts are measured through (a) classroom discussions, (b) classroom role plays, (c) student-involvement projects, and (d) field-study journals in developmental psychology

Area 5: Applied Psychology

Goals:

1. To learn about theories and principles of psychological applications in the areas of creative thinking and problem solving, behavior modification, and industrial/organizational psychology

2. To gain practical experience in carrying out projects in applied psychology

Objectives:

1. To comprehend, retain, apply, and evaluate theories and principles of creative thinking and problem solving

2. To comprehend, retain, apply, and evaluate current and historically prominent theories, principles, and systems of behavior modification

3. To comprehend, retain, compare, and evaluate major theories of management, leadership, training, motivation, and performance evaluation

4. To comprehend and retain, and evaluate the chief methods of industrial/organizational research

Implementation:

1. Comprehension, retention, and evaluation of models, theories, and principles of problem solving, behavior modification, and industrial/organizational psychology are implemented through (a) reading assignments, (b) classroom lectures, (c) class discussion, (d) in-class group simulations, (e) audio and video tapes, and (f) student-involvement projects

2. Application of principles and techniques of applied psychology is effected via (a) class discussion, (b) in-class group simulations, (c) student-involvement projects, and (d) field studies and internships in applied psychology

Measurement:

1. Comprehension, retention, and evaluation of basic theories, models, principles, and methods of applied psychology are assessed via (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) the content of student-involvement projects and classroom simulations.

2. Application of principles and systems of applied psychology is measured through (a) classroom discussions, (b) in-class simulations, (c) student-involvement projects, and (d) field-study journals in applied psychology

Lindenwood University Psychology Program – 1999-2001 Assessment

Review of Assessment Procedure

We used the same assessment system as we have been conducting since 1999. It has the following features:

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 several 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, grade-point-average in psychology, 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, 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.

Earlier Years' Assessment Results

Overall Scores

In both previous uses 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.

cores 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 student 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 and 1999-00 assessments, 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:

The mean scores should increase in the skills of Analysis and Application, as well as in Logical-Mathematical intelligence.

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.

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

The outcomes for 1999-00 were mainly in line with our expectations, as the tables below show.

Our 2000 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, and we attribute part of that improvement to our placing more emphasis on higher cognitive skills in our classes via methods described earlier.

2. The effect of successful learning in Psychology courses, as represented by students' Psychology GPA, played a much more important role in predicting mastery of the field than was true last year. This suggests that we university teachers can and must have a substantial positive effect on student learning by using the right kinds of methods in their classes.
3. We decided to continue the "Specific Actions Taken to Strengthen Learning Within the Psychology Classes" emphasized after the 1999-99 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 2000-01 Outcomes

Scores by Content Areas

The 2000-01 content area means ranged from 49% to80%. Once again, there is fair uniformity in the subscores across content domains. The grand mean was 63.6%, which is comparable to those of previous years.

TOTAL PERCENT CORRECT FOR EACH AREA ASSESSED BY THE TEST

Content Area	1998-99	1999-2000	2000-01
Intelligence	67%	63%	61%
Social Psychology	71%	65%	69%
Learning	68%	64%	66%
Memory	69%	66%	65%
Motivation	53%	62%	59%
Personality	71%	70%	80%
Abnormal Psychology	51%	54%	64%
Biopsychology	64%	63%	49%
Sensation and Perception	50%	59%	56%
Behavioral Statistics	61%	66%	68%
GRAND MEAN	**62.68**	**63.19**	**63.59**

Scores by Cognitive Operations and Intelligences

The overall mean score for spring 2000-01 was about the same as it had been in previous years, and that the students tended to find the Logical-Mathematical items more difficult than the items requiring Verbal-Linguistic reasoning. However the incremental trends toward change were in line with the expectations based on the pedagogical changes that we made to enhance Logical-Mathematical reasoning and the higher cognitive operations. In particular, this year's group turned in somewhat better performance on Application questions within a Logical-Mathematical modality, and appreciably higher scores on Analysis items within that modality. (Although the Synthesis mean is also noticeably higher this year, that result might not be reliable, since it is based on only one question.) We would cautiously suggest 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.

PERCENT CORRECT FOR EACH PROCESS/INTELLIGENCE-TYPE COMBINATION: Spring 1999 to Spring 2001

Verbal-Linguistic Intelligence	1999	2000	2001
Knowledge	63.89	63.70	66.05
Comprehension	62.50	63.52	56.90
Application	70.09	68.52	67.67
Analysis	68.45	64.81	71.84
Synthesis	71.43	77.78	72.41

Logical-Mathematical Intelligence	1999	2000	2001
Comprehension	69.29	69.63	86.90
Application	49.70	53.70	50.29
Analysis	52.38	75.56	55.17

Grand Mean	1999	2000	2001
	62.68	63.19	63.59

Predictors of Success on the Comprehensive Psychology Test

The 2000-02 linear correlation coefficients (Pearson *r*) for the relationships between several variables and the test scores are shown below. The best predictors of scores on the comprehensive test this year were (in order of accuracy) grade in Social Science Statistics, and overall college GPA. Overall Psychology GPA fell to the third place this year.

Predictor	Linear Correlation* With the Test Scores		
	1998-99	1999-2000	2000-2001
Grade in Social Science Statistics	.69	.91	.68
Overall College GPA	.66	.53	.63
Psychology GPA	.65	.82	.57
Natural Science & Mathematics GPA	.58	N/A	N/A
Number Psychology Courses Taken	.35	-.07	N/A
Number of Science and Mathematics Courses	.23	N/A	N/A

*All correlations are statistically significant, except .23 and -.07. The .35 is marginally significant.

2000-01 Conclusions and Action Plan

Combined with the results of the 1998-99 and 1999-00 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 B 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 slightly more effectively than more fundamental skills.
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' ability to effectively exercise analysis and application skills did not increase noticeably this year, as it had between 1999 and 2000, despite our placing more emphasis on higher cognitive skills in our classes via methods described earlier.
5. 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.
6. 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.

7. Action for Learning Enhancement: We will continue to identify individual strengths within students, shape educational experiences around those profiles, encourage the students to make the most of their unique assets B both in college and in their careers.
8. The effect of successful learning in Psychology courses, as represented by students' Psychology GPA, was appreciable correlated with scores on the test, but less so than it was last year and somewhat less so than overall GPA. This suggests that we psychology teachers may have had a smaller effect on student learning than we did last year, and that individual differences in ability and motivation became a relatively more prominent determiner of achievement this time around.
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 100 to 150, and include some times that measure the process of Evaluation. We will also attempt to add a few more items that assess the skill of synthesis.

Sociology, Anthropology, and Social Work

GOALS: SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK PROGRAM

There are three major goals we would like to have our students attain within the Sociology, Anthropology, Social Work program. All of these goals are interrelated, and are integral aspects 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. Social work students will understand the implications of diversity in terms of social work practice with clients of different and similar experiences, needs and beliefs.

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 and responses to 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.

Social work students will use critical thinking skills to define issues, collect and assess data, plan and contract, identify alternative interventions, select and implement appropriate courses of action, use appropriate research to monitor and evaluate outcomes, apply appropriate knowledge and technological advances, and terminate effectively with social work clients. These skills will build on regard for individual worth and dignity and will be advanced by mutual participation, acceptance, confidentiality, honesty, and ethical behavior.

MAJOR OBJECTIVES: SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK 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 Social Work or related fields, we would require at least one internship in a specific community organization. This internship brings theory and knowledge of social work into practice. The internship will 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, 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 department is going to keep a portfolio of all of the 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

Basic Concepts

Students should develop a good understanding of the historical development of sociology and how it emerged in relationship to the industrial and political revolutions in the West.

Students should be able to distinguish a sociological generalization from "common sense" understandings of society.

Students should understand 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 should understand 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 should understand the differences between race and ethnicity.

Students should be familiar with the major racial and ethnic groups that are present in contemporary America.

Students should understand the changes occurring in gender relationships in the United States.

Students should understand the causes and consequences of the "Graying of America."

Students should understand basic worldwide demographic trends and the consequences for urbanization.

ANCILLARY OBJECTIVES OF THE SOCIAL WORK PROGRAM *(per the standards of the Council on Social Work Education)*

Apply critical thinking skills within the context of professional social work practice.

Practice within the values and ethics of the social work profession and with an understanding of and respect or the positive values of diversity.

Demonstrate the professional use of self.

Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

Understand the history of the social work professions and its current structures and issues.

Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

Apply knowledge of bio-psycho-social variables that affect individuals and between individuals and social systems (i.e., families, groups, organizations and communities).

Analyze the impact of social policies on client systems, workers and agencies.

Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

Use supervision appropriate to generalist practice.

Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

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, ANTHROPOLOGY AND SOCIAL WORK MAJORS

Students should have 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, ANTHROPOLOGY, AND SOCIAL WORK 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, ANTHROPOLOGY, AND SOCIAL WORK MAJORS
Academic Year 2000-2001

Procedures:

We have retained a portfolio of all of the papers written by majors in their advanced sociology, anthropology, and social work 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. We also had 15 students graduating with their Social Work degree. Faculty within the department reviewed the portfolios of those students who were graduating. The portfolio consisted of papers that were written for the most advanced courses within Sociology and Anthropology. The portfolios were evaluated with our 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 major student portfolios, there was a very high level of competence with a good grasp of critical analysis. One other anthropology major student portfolio was also evaluated as "Good." One student had a dual major in sociology and art. She received honors in both sociology and art. Her portfolio was ranked as "excellent." Two of the students were contract anthropology majors. They both graduated in May.

One of the these students ranked as "excellent," and the other was ranked as "good." Both of these students had tremendous potential, but one did not apply himself in his course work during his senior year.

OUTCOME: Portfolio Assessment for Sociology and Anthropology
eight 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

Social Work Employment: 0

Other Plans:0

One of these students had a double major in art and sociology, and will pursue a graduate degree combining these fields. One of the other students will pursue her M.A. in counseling in Lindenwood's counseling program. Another student has decided to work full time in a social work setting before pursuing graduate work. One anthropology major is applying to the University of Tennessee at Knoxville for graduate studies in anthropology. Another anthropology and history major has been accepted in the Public History program at the University of Missouri St. Louis. Other students are going to work full time in various positions outside of their chosen major.

Social Work Program Assessment—'00-01

Portfolio Assessment:

The Social Work Program Class of 2001 included fifteen (15) graduates. 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 Videos—a pre/post videotape interview used to demonstrate the student's movement from friendship skills to interviewing skills.

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 recommendations.

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

Based on the above criteria, graduating students' portfolios were rated as:

Excellent	40%	(6)
Good	27%	(4)
Average 27%	(4)	
Poor	6%	(1)

Post-Graduation Plans

Post-graduation plans for these graduates include:

Social Work Employment

- 73% (11) of the graduates plan to be employed in social work positions after graduation:
  - 47% (7) are already employed with the Missouri Division of Family Services, Willow's Way, St. Charles County Probation & Parole, Marygrove Academy, Burrell Center and the U.S. Army.
  - 40% (6) were offered employment from their social work practicum: 4 accepted the offer; 2 declined.
  - 27% (4) are currently seeking employment

Graduate School

- 13% (2) are planning to attend graduate school in social work (MSW Programs) after graduation.
- 40% (6) expect to attend graduate school in social work (MSW Program) after 2-3 years of social work experience.

Other Plans

- 13% (2) have other endeavors planned—1 is working for the St. Charles Police Department; the other is taking personal time to establish post-graduation goals.

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 three 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 sides 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 Social Work majors will have opportunities to do that in their psychology and sociology courses that are required. But we have also changed our curriculum so that Social Work students are now required to take the research methods course. The research methods course will introduce the students to the critical analysis of both quantitative and qualitative data. They will have their own theory course in the area of Social Work. We have also decided that they should take the course in Research Methods in Sociology, as a way to help develop their understanding of quantitative and qualitative skills in social research.

Future Plans for Assessment for Social Work

Assessment protocol to begin use in Fall Semester 2002 will be a pre and post test evaluation administered to social work majors beginning the program and upon completion of their last required social work course (just prior to graduation); portfolios including at least two major pieces of writing—case study and research paper; and post-graduate follow-up including employment, salary, graduate school admission, etc.

CRIMINAL JUSTICE PROGRAM
2001-2002

Students in the Criminal Justice program take 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 exit interviews, questionnaires that request information on the quality of the CJ program, and mailed surveys to prior alumni on the utility of the CJ degree in obtaining employment and other non-employment related pursuits. Additionally, we have recently introduced pre-test and posttest for the Criminal Justice course. The Criminal Justice course is normally populated with CJ majors only and is a beginning required course for all majors.

The new assessment test has been prepared using the new CJ textbook identified in the assessment for 1999/2000. The CJ pre-test and is composed of 337 questions employing a multiple-choice format. The test is composed of questions that address criminological theory, criminal justice policy issues, the judicial system, criminal law, and criminal procedure. The posttest will be offered during the Senior Seminar class, which is a required course for all graduating seniors. The most recent graduating class was tested with the posttest only since the new pre-test did not existence when they entered Lindenwood. The results of the posttest revealed a mean score of 82.3 for the twelve (12) graduating seniors. This score is slightly lower than the posttest mean score from 2000. However, a different test was administered this year. This score will be used to assess and compare future graduating classes.

During the spring semester of 2001, the CJ course students were tested with the above test instrument as a pre-test. Thirty-one students were examined and the resulting mean was 51.7. This class will again be tested when they complete their Senior Seminar class in 2004. I believe some of the students did not take the pre-test very seriously. Efforts should be taken in the future insure the students understand the purpose and value of the test scores.

The majority of the graduating CJ students of 2001 were interviewed (12) and their responses were recorded on a questionnaire (attachment- Senior Assessment – on file). 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.

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.

Assessment Calendar

Course	Type	Date	Participation	Data Review	Action	Next Assessment
CJ-210	Pretest	Aug & Jan	Faculty	Jan & June	none	Aug 01
CJ-440	Posttest	Dec & May	Faculty	Jan & June	Modify test and/or presentation material	Dec 01
	Alumni Assessment	Dec 02	Faculty	June 02	Revise Course Offerings	Dec 02

Earth Science Program

2000-2001 Academic Year

(Using Cumulative Data 1995 through 2001)

I. Background:

The assessment program started first with Geology. Students were given a Pretest on the first day of class at the start of each semester for the past 6 years. The questions were posed as a "fill in the blank" instead of multiple guess to eliminate any possibility of guessing. The student either knew the answer or not. During the last week of class, the students were given a Post Test that had the same questions as the Pretest. The intent was to see if the students showed any progress. There are 31 questions. Where possible, two questions were from each chapter of the text. Approximately 15 chapters are covered during a semester.

Data were collected for Meteorology starting with 961S and running sporadically through 012S. "Fill in the blank" questions were used. A total of 25 questions were evaluated.

Data were collected for Oceanography 972S, 992S, and 002S. A total of 15 questions were evaluated

Data for Environmental Geology were collected for 011s. Fill in the blank questions were used. A total of 36 questions were evaluated. This year was the first year that data were collected for this course.

II. Geology

1. Data

Attachment 1A is the data sheet that summarizes the results of both the Pretest and Post Test. Data are available for semesters 961s through 012s. The results were tabulated for each question and the information displayed shows the percent incorrect plus the average for each question

Using Bloom's taxonomy, the questions were divided up into three basic categories of knowledge, comprehension, and application. Attachment 1B shows the breakout in detail. Overall, the breakout is as follows:

Intelligence Level	Number of Questions	Percent of Questions
Knowledge	8	26
Comprehension	17	55
Application	6	19

Attachment 1C is a copy of the Pretest/Post Test

2. Graphs

Attachment 1D is a series of 31 graphs, one for each question. It depicts the percent incorrect for the Pretest and Post Test. As a matter of interpretation, a downward trend is a good thing. Looking at the trend of the graphs, 11 graphs depicted an improvement in scores, 14 graphs depicted no change over time, and 6 graphs depicted a worsening of scores over time.

3. Analysis

In evaluating the data, several things are apparent. First look to the percent correct overall for both Pretest and Post Test, then, to each intelligence level:

Percent Correct

Number of Questions	Category	Pretest Percent Correct 961S thru 001S	Pretest Percent Correct 961S thru 012S	Post Test Percent Correct 961s thru 001S	Post Test Percent Correct 961S thru 012S
31	Overall Number Correct	2.67 questions	2.80 questions	10.6 questions	14.5 questions
31	Overall	8.61%	9.02%	34.25%	46.82%
8	Knowledge	1.32%	2.98%	21.78%	36.44%
17	Comprehension	6.42%	7.5%	34.89%	47.57%
6	Application	21.87%	21.39%	49.07%	58.55%
Overall Percent Change			+4.8%		+19.3%

So, what does all this tell us. The most obvious is that there is a definite, overall improvement from the Pretest to the Post Test – a 419% improvement in the scores. Therefore, it is safe to assume that the students are learning the material. The improvement for each of the intelligence categories: is as follows:

Knowledge – 1222%
Comprehension – 634%
Application – 274%

These numbers strongly support two of the goals of General Education:

- 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 application of geologic principles requires the student to think analytically, to synthesize the date, evaluate the various aspects of the process and to apply it to obtain the final answer.

6. Area For Further Study

The conclusion for the 1999-2000 evaluation suggested that three areas be looked at.

- As a priority 1, Questions 12, 17, and 29 each registered over 90% incorrect answer. The trend over the past two semesters was positive, the percentage incorrect dropped to the mid 70s.

- As a priority 2, Questions 1, 10, 19, 27, and 30 were identified for further study as each registered over 80% incorrect answers. The trend over the past two semesters was positive, the percentage incorrect for Questions 1, 10, and 19 declined to the low 70s. The trend for Question 27 was not positive, it moved up into the 90% incorrect category. The material for Question 39 was not covered in class, the students were not tested on it, and therefore, there was no improvement.

- As a priority 3, Questions 4, 15, 18, 19, 24, 25, 26, 27, and 29 were identified for turther study as each question showed a trend of becoming worse; each succeeding year, more students were getting these questions wrong. The trend for the past two semesters show a change in the trend line. In all cases there was an improvement ranging from a low of 18% to a high of 38%. The exception to this was questions 25 and 27 which continue to indicate a negative trend.

7. Conclusion

From the records over the past years it can be seen that there has been definite improvement. However, there is room for improvement with Questions 25 and 27.

III. Meteorology

1. Data Attachment 2A is the data sheet that summarizes the results of both the Pretest and Post Test. Data are available for semesters 961s through 012s. The results were tabulated for each question and the information displayed shows the percent incorrect plus the average for each question

Using Bloom's taxonomy, the questions were divided up into three basic categories of knowledge, comprehension, and application. Attachment 2B shows the breakout in detail. Overall, the breakout is as follows:

Intelligence Level	Number of Questions	Percent of Questions
Knowledge	12	48
Comprehension	6	24
Application	7	28

Attachment 2C is a copy of the Pretest/Post Test.

2. Graphs

Attachment 2D is a series of 25 graphs, one for each question. It depicts the percent incorrect for the Pretest and Post Test. As a matter of interpretation, a downward trend is a good thing. Looking at the trend of the graphs, 12 graphs depicted an improvement in scores, 5 graphs depicted no change over time, and 8 graphs depicted a worsening of scores over time.

3. Analysis

In evaluating the data, several things are apparent. First look to the percent correct overall for both Pretest and Post Test, then, to each intelligence level:

Percent Correct

Number of Questions	Category	Pretest Percent Correct 961S thru 012S	Post Test Percent Correct 961s thru 012S
25	Overall Number Correct	2.5 questions	12.9 questions
25	Overall	20.06%	51.63%
24	Knowledge	21.03%	54.80%
6	Comprehension	10.87%	39.37%
7	Application	34.46%	56.71%

So, what does all this tell us. The most obvious is that there is a definite, overall improvement from the Pretest to the Post Test – a 652% improvement in the scores. Therefore, it is safe to assume that the students are learning the material. The improvement for each of the intelligence categories: is as follows:

Knowledge – 746%
Comprehension – 470%
Application – 514%

These numbers strongly support two of the goals of General Education:

- 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 application of meteorological principles requires the student to think analytically, to synthesize the date, evaluate the various aspects of the process and to apply it to obtain the final answer.

Prior to any analysis, it was assumed that the students would do better on the latter questions than on the first few. The reasoning behind this was that the material learned at the beginning of the semester would not be retained whereas, the material at the end of the semester would still be fresh in the students mind. Looking at the Post Test scores, this is not the case.

4. Area For Further Study

Questions 5, 6, 7, 8, 14, 20, 22, and 24 all showed a worsening trend. Therefore, these areas/chapters should be looked at for further study. Additionally, questions 2, 4, 11, and 15 should be looked at as they registered over 80% incorrect on the post test.

V. Oceanography

1. Data

Attachment 3A is the data sheet that summarizes the results of both the Pretest and Post Test. Data are available for semesters 972s through 002s. The results were tabulated for each question and the information displayed shows the percent incorrect plus the average for each question

Using Bloom's taxonomy, the questions were divided up into three basic categories of knowledge, comprehension, and application. Attachment 3B shows the breakout in detail. Overall, the breakout is as follows:

Intelligence Level	Number of Questions	Percent of Questions
Knowledge	10	67
Comprehension	3	20
Application	2	13

Attachment 3C is a copy of the Pretest/Post Test.

2. Graphs

Attachment 3D is a series of 15 graphs, one for each question. It depicts the percent incorrect for the Pretest and Post Test. As a matter of interpretation, a downward trend is a good thing. Looking at the trend of the graphs, there is not enough data to make a judgement.

3. Analysis

In evaluating the data, several things are apparent. First look to the percent correct overall for both Pretest and Post Test, then, to each intelligence level:

Percent Correct

Number of Questions	Category	Pretest Percent Correct 972S thru 002S	Post Test Percent Correct 971s thru 002S
15	Overall Number Correct	21.6 questions	12.1 questions
15	Overall	10.4%	80.4%
10	Knowledge	7.0%	78.6%
3	Comprehension	0.4%	78.3%
2	Application	40.5%	92.2%

So, what does all this tell us. It shows improvement, however with 3 semesters of Pre Test data and only one semester of Post Test data, no valid statistical inference can be drawn.

4. Area For Further Study

More data needs to be collected before any valid judgment can be rendered.

VI. Environmental Geology

1. Data

Attachment 4A is the data sheet that summarizes the results of both the Pretest and Post Test. Data are available for one semester, 011s. The results were tabulated for each question and the information displayed shows the percent incorrect plus the average for each question

Any further evaluation or analysis will not be done as this course is being changed from a 100 level course to a 300 level course. This mandates a change in the text, as well as the goals of the course. Once the new course is established, then data will be collected and analysis conducted.

VII. Astronomy

a. Data

The Pretest/Post Test process has not been set up for the Astronomy course. It will be done starting with the 2001-2002 school year.

Management Division

Business Administration Major

The Business Administration major is a generalist major which provides students with a basic business background in the areas of Accounting, Economics, Finance, Marketing, Management, and Management Information Systems. Business Administration majors often pursue careers in industry, small business, education, government, and professional occupations.

General Goal for Business Administration

It is our goal to prepare students for meaningful business and business-related careers in a dynamic global society and a changing business environment.

Objectives for Business Administration

1. Students will demonstrate the ability to place business within a broad social context and to explain the contribution of business to a society
2. Students will demonstrate theoretical and practical skills by correctly understanding the various subject matters and applying that knowledge to cases through analysis, synthesis, and mathematical reasoning.
3. Students will demonstrate their awareness of the global aspect of contemporary business by being able to compare cultural and managerial facets of the major competing countries
4. Students will demonstrate their awareness of adding an ethical dimension and considering various responsibilities over and above the economical in business decision-making.

Assessment of Business Administration Major

I. Capstone Course Evaluation

The Division of Management has used the capstone course (BA 430 Management Policy) as an assessment tool for the 1999-2000 academic year. Instruments within the course are used to measure degrees of understanding of the division's core: accounting, finance, management, management information systems, and marketing. Another vehicle within the course is used to appraise writing and oral presentation accomplishment.

II. Survey of Graduates

We propose to conduct regular surveys of Business Administration Graduates to establish our success in preparing students for meaningful business and business-related careers. The survey results may lead to the reevaluation of course content and curriculum. These surveys will be coordinated with the Career Development Center and the Office of Alumni Affairs.

III. Curriculum

Subject to revision based on survey results, we consider the successful completion of the required Business courses to indicate the partial completion of the stated objectives for the Business Administration major. The linkage of courses and objectives follows and can be further supported with course descriptions.

Objective:

1. Students will demonstrate the ability to place business within a broad social context and to explain the contribution of business to society.

Supporting business courses:

BA 430	Management Policy
BA 330	Principles of Management
BA 350	Principles of Marketing
BA 360	Business Law
BA 211/212	Micro and Macro Economics

2. Students will demonstrate theoretical and practical skills by correctly understanding the various subject matters and applying that knowledge to cases through analysis, synthesis, and mathematical reasoning.

Supporting business courses:

BA 430	Management Policy
BA 320	Principles of Finance
BA 200/ 201	Financial and Managerial Accounting
BA 240	Introduction to Data Processing
BA 211/212	Micro and Macro Economics

3. Students will demonstrate their awareness of the global aspect of contemporary business by being able to compare cultural and managerial facets of the major competing countries.

Supporting business courses:

BA 430	Management Policy
BA 330	Principles of Management
BA 350	Principles of Marketing
BA 211/212	Economics

4. Students will demonstrate their awareness of adding an ethical dimension and considering various responsibilities, over and above the economical, in business decision-making.

Supporting business courses:

BA 430	Management Policy
BA 330	Principles of Management
BA 350	Principles of Marketing
BA 360	Business Law
BA 240	Introduction to Data Processing
BA 200/201	Financial and Managerial Accounting
BA 432	Management Ethics (elective)

IV. Internships

The Division of Management uses the internship program to assist undergraduate students to find job opportunities, to assist the business community in finding good employees, to strengthen the teaching points of business realities, and to test the student's knowledge in the practical world of work. This program serves as a ready-made test of the soundness of the teaching curriculum and provides immediate feedback from both the employer and the student. Our students get to perform the normal business functions of – accounting, human resource management, sales, supervision, marketing, planning, etc., in a real environment.

Each student has a faculty advisor who serves as the "instructor" of record for the internship experience. The advisor and the Dean, approve a contract with the employer that specifies time, dates, assignment and a written evaluation of the student's performance. The employer evaluations are reviewed to analyzed not only to learn how the student performed on the job but also to learn about any issues regarding how knowledgeable or well prepared the student was that could lead to changes in the Business Administration program.

The results, so far, have supported the current curriculum and teaching methods as being appropriate and supportive for the student's eventual success in the business environment. The anecdotal evidence from the student and the employer strongly indicates that the course work, the textbooks and the teaching approach prepares the business administration student to be successful.

V. Comprehensive Testing

The idea of a comprehensive test for business administration has been reviewed for it's applicability but we have not been able to solve all of the conceptual and administrative unknowns yet. Our current plan is to test the idea with our MBA program and use the knowledge gained from that effort in the undergraduate program.

Sales/Marketing Major

The Marketing major is a specialized major which provides students with a background of study in the areas of marketing principles, promotional strategies, consumer behavior, marketing research, personal selling, sales management, international marketing, pricing strategies, channels of distribution, Internet marketing, advertising, public relations, and marketing management and planning.

The goals of the Marketing major build upon the foundation of the general education and the general Business Administration components of the liberal arts degree program at Lindenwood. This academic training enables students to be candidates for entry-level positions in marketing, including sales, advertising, product management, international marketing, nonprofit marketing, public relations, retailing, marketing research, and marketing management.

General Goals for Marketing Majors

It is our goal to prepare students:

- for meaningful marketing and marketing-related careers in a dynamic global society and a changing business environment.

- to become professional marketing practitioners in diverse areas such as sales, advertising, product management, international marketing, nonprofit marketing, public relations, retailing, marketing research, and marketing management.

General Objectives for Marketing Majors

Students will:

1. Complete a basic (core) curriculum in Marketing, focusing on the concepts of marketing and including the components of the marketing mix (product, price, place, promotion).

2. Develop deeper, broader competencies (beyond the core) through selection of particular marketing electives.

3. Demonstrate the ability to place marketing in the context of business and in the broader social context, and explain marketing's contributions to business and society.

4. Exhibit theoretical and practical skills by correctly understanding the various subject matters and applying that knowledge to cases through analysis, synthesis, presentations, tests, managerial reasoning, and an examination process in the capstone Marketing Management and Planning course.

5. Display their awareness of adding an ethical dimension and considering various responsibilities, over and above the economic, in business decision-making.

Evaluation and Assessment of the Marketing Major

Capstone Course Evaluation

BA 453 Marketing Management and Planning is required of all Marketing majors and serves as a "capstone" course. To successfully complete this course, students are required to integrate general marketing principles, advertising, sales, consumer behavior, pricing strategies, marketing research, marketing management, international marketing, Internet marketing, business marketing, nonprofit marketing, channels of distribution, and product management. The integration of these areas forms the basis of the Marketing major. For this reason, we propose to use the BA 453 Marketing Management and Planning course as one means of evaluating and assessing the Marketing major.

Marketing students will demonstrate competencies through case analysis and strategic marketing plan development, as well as a cumulative/comprehensive examination process after the marketing core courses are completed.

Curriculum

Subject to revision based on survey results, we consider the successful completion of the required Marketing and Business courses to indicate the partial completion of the stated objectives for the Sales/Marketing major. The linkage of courses and objectives follows and can be further supported with course descriptions.

Objective:

1. Students will demonstrate the ability to place marketing within a broad social context and to explain Marketing's contribution to business and society

Supporting marketing and business courses:

BA 350	Principles of Marketing
BA 351	Marketing Information and Research
BA 355	Selling
BA 356	Pricing Strategies and Negotiations
BA 357	Channels of Distribution
BA 358	Advertising and Promotional Strategies
BA 451	Consumer Behavior
BA 452	Principles of Public Relations
BA 453	Marketing Management and Planning
BA 458	International Marketing
BA 330	Management
BA 430	Management Policy

2. Students will demonstrate theoretical and practical skills by correctly understanding the various subject matters and applying that knowledge to cases through analysis, synthesis, and mathematical reasoning

Supporting Sales/Marketing and Business courses

BA 350	Principles of Marketing
BA 355	Selling
BA 356	Pricing Strategies and Negotiations
BA 453	Marketing Management and Planning
BA 320	Principles of Finance
BA 200/201	Accounting
BA 240	Introduction to Data Processing
BA 211/212	Economics

3. Students will demonstrate their awareness of the global aspect of contemporary sales and marketing by being able to compare cultural and managerial facets of the major competing transnational companies.

Supporting Sales/Marketing and Business courses:

BA 350	Principles of Marketing
BA 355	Selling
BA 458	International Marketing
BA 459	Directed/Independent Studies in Sales/Marketing
BA 430	Management Policy
BA 330	Principles of Management
BA 211/212	Economics

4. Students will demonstrate their awareness of adding an ethical dimension and considering various responsibilities, over and above the economic, in sales/marketing and business decision-making.

Supporting Sales/Marketing and Business courses:

BA 430	Management Policy
BA 330	Principles of Management
BA 350	Principles of Marketing
BA 355	Selling
BA 360	Business Law
BA 240	Introduction to Data Processing
BA 200/201	Accounting
BA 432	Management Ethics (elective)

To complete the requirements for a major in Marketing, all students need to take the capstone BA 453-Maketing Management and Planning course. Students learn to utilize a systematic approach to diagnosing and solving marketing problems through lecture, class discussion, case analysis, and oral presentations. As their culminating project, students are required to develop a comprehensive, organization-wide strategic marketing plan.

Retail Merchandising

The Retail Merchandising major provides students with a foundation of liberal arts combined with core components of a basic business background coupled with specialized areas of study in Textiles, Retail Mathematics, Retail Operations, and Retail Buying. Career opportunities in department and specialty store buying, merchandising, sales promotion, and management are available to Retail Merchandising Majors.

General Goal for Retail Merchandising

Our goal is to prepare students for meaningful retail marketing careers in a variety of retail organizations.

Objectives of Retail Merchandising

1. Students will demonstrate proficiency in preparing and analyzing operating statements, formulate seasonal plans, calculate markups, stock turnover, open-to-buy and sales.

2. Students will analyze the buying function and the differences in a buyer's responsibility for various merchandising organizations.

3. Students will determine assortments and resources for apparel and non-apparel merchandise.

4. Students will identify the various operations in a retail establishment, to include store management, store layout and location, loss prevention, and personnel.

5. Students will apply classroom knowledge and skills to a retail on-the-job training site.

Assessment of the Retail Merchandising Major

I. Capstone Course Evaluation

BRM 373 Retail Merchandising Internship is required of all Retail Merchandising majors and serves as the " Capstone" Course. Successful completion of this course involves integrating skills used in the "people business: customer services, sales, negotiations, and developing management techniques. This will be accomplished through employee evaluation, student papers, conferences, and attendance at work and conferences.

II. Survey of Graduates

We propose to conduct regular surveys of Retail Merchandising graduates to establish our success in preparing students for meaningful retail and retail-related careers. The survey results may lead to the reevaluation of course content and curriculum. These surveys will be coordinated with the other business majors and the Office of Alumni Affairs.

III. Curriculum

Subject to revision based on survey results, we consider the successful completion of the required Retail and Business courses to indicate the partial completion of the stated objectives of the Retail Merchandising major. The linkage of courses and objectives follows and can be further supported with course descriptions.

Objectives:

1. Students will demonstrate proficiency in preparing and analyzing operating statements, formulate seasonal plans, calculate markups, stock turnover, open-to-buy, and sales.

Supporting courses and activities:

BRM 461	Retail Merchandising Control
BA 200/201	Accounting
BA 320	Finance

2. Students will analyze the buying function and the differences in a buyer's responsibility for various merchandising functions.

Supporting courses and activities:

BRM 171	Introduction to Retail Merchandising
BRM 353	Retail Buying

3. Students will determine assortments and resources for apparel and non-apparel merchandise.

Supporting courses and activities:

BRM 171	Introduction to Retail Merchandising
BRM 353	Retail Buying

4. Students will identify the various operations in a retail establishment, to include store management, store layout and location, loss prevention, and personnel.

Supporting courses and activities:

BRM 171	Introduction to Retail Merchandising
BRM 372	Survey of Retail Operations
BA 350	Marketing
BA 330	Management
BA 360	Business Law
BA 430	Management Policy

5. Students will analyze various marketing and promotional strategies used in the retail industry, including trade, national, and retail advertising methods.

Supporting courses and activities:

BRM 260	Retail Communication

6. Students will apply classroom knowledge and skills to a retail on-the-job site.

Supporting courses and activities:

BRM 373	Retail Merchandising Internship
BRM 465	Integrative Seminar

2000-2001 Assessment Results

The program was inactive for several years and was reinstituted in the fall of 1997. Assessment results are not yet available.

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

Accounting Major
Assessment

In order to assess the attainment of the objectives outlined above, the following procedures are planned:

1. Competency testing after the completion of the Principles classes and again after substantial completion of the Accounting curriculum (Objectives 1 and 2)

2. Tracking employment in major-related employment and graduate studies by majors (Objective 3)

3. Review of a portfolio of student work with regard to syllabi learning objectives and skills development (Objective 4)

ASSESSMENT-ACCOUNTING MAJOR
2000-2001

In order to assess the attainment of the objectives of the accounting major, the following procedures were developed in addition to those applicable to all business administration majors:

1. Cumulative examinations taken after the completion of Principles of Financial/Managerial Accounting I and II.

2. A standardized examination taken after substantial completion of the degree requirements with national norms available *(discontinued)*

3. Tracking the success of majors in initially obtaining major-related employment or entry into graduate studies.

LINDENWOOD UNIVERSITY
ASSESSMENT RESULTS-ACCOUNTING MAJOR
2000-2001

In order to assess the attainment of the objectives of the major, the following procedures were undertaken:

1. Cumulative examinations taken after the completion of Principles of Financial/Managerial I and II.

Principles of Financial/Managerial I (BA 200):

Version 1 of a cumulative examination prepared by Lindenwood faculty:

	Fall 96	Spring 97
Average	79%	75%
Count	46	54

Version 2 of a cumulative examination prepared by Lindenwood faculty: *(adopted Fall 97)*

Average	77%	75%	78%	
Count	87	74	87	78

	Spring '99	**Fall '99**	**Spring'00**
Average	75%	71%	79%
Count	78	110	81

	Fall '00	**Spring '01**
Average	81% *	79%
Count	48 *	140

* Data from an adjunct professor not received by report deadline. Will update report when received.

The above results indicate satisfactory attainment of objectives related to basic operational accounting concepts and their application for further business and accounting study. Item analysis showed more emphasis is needed in short-term decision-making, expenditures including inventory, and revenue recognition principles. Additionally, it appears that a greater understanding of the accounting cycle, developed through practice set work, is needed to support the basic operational concepts. It is felt too that exposure to this kind of practical experience will strengthen all of the student's basic sets that they take to the marketplace.

A decision has been made to shift to a new textbook that still emphasizes a user perspective but is fundamentally sounder in the applications area. BA 200 will move toward a more traditional emphasis on financial accounting topics. Managerial accounting topics will be covered in BA 201. This shift should help our students, including accounting majors, achieve a higher level of technical skill development to augment the broader user approach.

Principles of Financial/Managerial II (BA 201):

Version 1 of a cumulative examination prepared by Lindenwood faculty:

	Fall 97	**Spring 98**
Average	69%	73%
Count	55	26

Version 2 of a cumulative examination prepared by Lindenwood faculty: (adopted Spring 97)

	Fall '96	**Spring '97**	**Fall '97**
Average	-	77%	
Count	-	27	

	Spring '98	**Fall '98**	**Spring '99**
Average	70%	70%	70%
Count	75	74	74

	Fall '99	**Spring'00**
Average	75%	69%
Count	83	8

	Fall '00	**Spring '01**
Average	61% *	69.5 *
Count	36 *	144 *

* Data from an adjunct professor not received by report deadline. Will update report when received

LINDENWOOD UNIVERSITY
ASSESSMENT-ACCOUNTING MAJOR
2000-2001

These results show satisfactory attainment of basic concepts related to accounting for the investing and financing areas of accounting in the fall 1999 semester and unacceptable attainment in the last three semesters. Item analysis revealed some student difficulties in notes payable accounting, accounting for equity, and balance sheet display fundamentals. These issues will be given more emphasis. In addition practical exposure to accounting cycle issues will be introduced to strengthen basic concepts and to provide practical experience that may be useful in business.

A decision has been made to shift to a new textbook that still emphasizes a user perspective but is fundamentally sounder in the applications area. BA 201 will move toward a more traditional emphasis on managerial accounting topics. This shift should help our students, including accounting majors, achieve a higher level of technical skill development to augment the broader user approach.

2. A standardized examination taken after substantial completion of the degree requirements with national norms available

Some concern was expressed regarding the Accounting Graduate Achievement Test published by the Psychological Corporation as to its continued efficacy. The exam was previously prepared by the American Institute of Certified Public Accountants, but since its transfer to the Psychological Corporation it has not been, nor is planned to be updated. Other assessment exams are being investigated including the Major Field Achievement Test in Business developed by the Educational Testing Service. Due to the age of this exam its use has been discontinued for assessment purposes.

3. Tracking the success of majors in initially obtaining major-related employment or entry into graduate studies

An active market for accounting graduates has helped our students to become employed in the area of their choice. This year we had students go to work in many different areas of accounting.

LINDENWOOD UNIVERSITY
ASSESSMENT RESULTS-ACCOUNTING MAJOR
2000-2001

Examination of trends and action items:

Data from **tool #1**, the examination after Principles of Financial/ Managerial Accounting I, show the following:

	92-93	93-94	94-95	95-96	96-97	97-98
Average	67%	65%	73%	75%	71%	76%
Count	112	70	100	147	155	161

	98-99	99-00	00-01
Average	77%	75%	80% *
Count	165	191	188 *

* Data from an adjunct professor not received by report deadline. Will update report when received

These scores indicate that the students are substantially mastering the principles and concepts that we believe are crucial to their future studies in business, economics, and finance. These principles and concepts are also the foundation of further accounting studies, and as such we will be striving to maintain and improve scores to bolster the accounting majors' later learning. The trend in scores is favorable.

We will continue emphasis on the financial accounting user in a decision-making mode. Beginning in Fall 96, we moved to a text that integrates the principles of financial and managerial accounting and will result in a greater use of group work, real-world examples, casework, and oral and written communication.

As was indicated earlier in this report, a decision has been made, by the faculty, to move away from the blended approach used since 1996 to a more traditional separate discussion of financial and managerial accounting topics.

Data from **tool #1**, the examination after Principles of Financial/ Managerial Accounting II, show the following:

	94-95	95-96	96-97	97-98	98-99	99-00
Average	68%	72%	71%	70%	70%	72%
Count	93	56	86	81	74	170

	00-01
Average	65% *
Count	180 *

* Data from an adjunct professor not received by report deadline. Will update report when received

Data from **tool #3**, tracking of initial placement,
Initial placement into jobs or graduate school:

	93-94	94-95	95-96	96-97
Accounting-related	11 58%	14 70%	12 92%	12 63%
Graduate studies	2 11%	2 10%	- -	2 11%
Non-accounting related	5 26%	1 5%	- -	- -
Could not contact	1 5%	3 15%	1 8%	5 26%

	97-98	98-99	99-00
Accounting-related	12 92%	18 86%	8 58%
Graduate studies	0	2 14%	
Non-accounting related	0	2 14%	
Could not contact	1 8%	3 14%	2 14%

Data for the '00-01 school year is not yet available. Report will be updated when data is received.

These results show favorable results in the competitive area of accounting. Beginning for 1998-99 a concerted effort is underway to strengthen the follow-up of our majors, including ongoing job status and questions regarding Lindenwood's preparation for students' careers and degrees of satisfaction. Graduates have been competitive in the job-market securing jobs of their choice in public, governmental, and industrial accounting.

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.

2000-2001 Assessment of MIS Major

40 students are currently pursuing a major in management information systems. Six students graduated with a BA in Management Information Systems during the 2000-2001 academic year.

BA 442 Principles of Systems Development is a capstone course used to asses the major and portfolios of students' course work (copies of final exams and final projects) are maintained on file.

The course was taught by an adjunct instructor, Michael sparks, twice during the 2000-01 academic year (it was offered during the Summer quarter 2000, and during Winter quarter, 2001).

7 students completed the course during the Summer 2000 Quarter – 4 of the students received a course grade of A, while 3 received Bs. Detailed information about distribution of grades is not available,

7 students completed the course during the Winter Quarter 2001. 2 received a grade of A, 4 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	Course total	Course %
150	**150**	**180**	**480**	**480**
140	136	174	450	94%
112	141	144	397	83%
98	136	116	350	73%
128	136	154	418	87%
100	141	148	389	81%
132	136	152	420	88%
124	136	152	412	86%
Average: 79%	**92%**	**83%**	**84%**	**84%**
Standard Deviation	16.6	2.44	17.23	31.13

Since the management information systems major is contingent unpon successful completion of core requirements for the 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 2001 graduates of the program are currently interviewing with potential employers and employment data will be collected as it becomes available.

Human Resource Management

The Human Resource major is designed to prepare the student to be a working and contributing employee in the broad field of human resources. This preparation will cover many diverse areas including: staffing, recruiting, hiring, discipline, training, development, compensation, benefits, organizational structure, employee organization

and the law. Our students will be able to operate in all business environments – for profit, self-sustaining and not-for-profit organizations.

General Goal for Human Resource Management

Prepare students to be thinking and contributing members of the Human Resource field in either the profit or not-for-profit business world.

Objectives for Human Resource

1. The Human resource student will demonstrate an understanding of the concepts of "attracting and retaining" employees in the global environment.

2. The Human resource student will demonstrate awareness of the strategic importance of the Human Resource function in the business organization.

3. The Human resource student will demonstrate the theoretical and conceptual skills of all of the segments of the major through analysis of cases and subject matter presented.

4. The Human resource student will display the practical skills necessary to perform as a functionary in the Human resource field. (Specific areas: staffing, hiring, disciplining, testing, training, compensating, benefiting, developing, organizing, etc.)

Assessment of the Human Resource Major

I. Curriculum

The individual classes within the core program are designed to met the Human Resource objectives:

1. The Human resource student will demonstrate an understanding of the concepts of "attracting and retaining" employees in the global environment.

Supporting courses:

HRM 330	Human Resource Management
HRM 412	Human Resource Issues
HRM 411	Compensation Management

2. The Human resource student will demonstrate awareness of the strategic importance of the Human Resource function in the business organization.

Supporting courses:

HRM 330	Human Resource Management
HRM 332	Industrial and Organization Psychology
HRM 333	Human Resource Development
HRM 412	Human resource Issues

The Human Resource student will display the practical skills necessary to perform as a functionary in the Human resource field. (Specific areas: staffing, hiring, disciplining, testing, training, compensating, benefiting, developing, organizing, etc.)

Supporting courses:

HRM 331	Labor Relations Management
HRM 410	Personnel law

HRM 411 Compensation Management
BA 360 Business Law

II. Survey of Graduates

We propose to conduct regular surveys of Human Resource Graduates to establish our success in preparing our students for careers in Human Resource Management. The data from these surveys will be used to examine our course offerings and, where appropriate, change the course offerings to meet the needs.

III. Results and Plans

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.

Outcomes assessment for 2000-2001

I continue to monitor both majors by keeping in-touch with graduates who are in law school or graduate school—my interest is in how well prepared they were for their next educational step based on their Lindenwood majors in Political Science and public Management. During this past year I exchanged emails with six former students currently in law school or grad school, met with one, and received a letter from one.

I have made some adjustments within the context of courses based on exchanges with former students over the past few years. However, a structural change was made regarding both the Political Science and Public Management majors that with effect incoming students in late August 2001—the statistics knowledge base has been strengthened. Students majoring in either Political Science or Public Management will be required to take MTH 141—Basic Statistics as their required math course (the prior requirement was that it was suggested as one of the two math courses in General Education for Political Science, Public Management required it). In addition, SS 310—Social Science Statistics was added as a required course for both majors. Together, MTH 141 and SS 310, will help to prepare students to take the capstone course, PS. 37---Governmental; Research, which is a statistical applications course.

During the summer, I am working on a web site that will highlight the students who have gone to law school or grad school. For example, it might look like the following:

Graduating Class of 1995

Student	
95-1	graduated from University of Missouri, Kansas City School of Law
95-2	
95-3	
95-4	graduated from Lindenwood University with M.B.A.
95-5	graduated from University of Missouri, Kansas City School of Law
95-6	graduated from St. Louis University Law School

Obviously, not every student goes to law school or graduate school—but the percentage of students that have gone on since 1995 is very impressive.

Outcomes Assessment of Management Division Capstone Courses

In the Management Division there are two undergraduate capstone courses: Management Policy (BA 430) taken by students majoring in Business Management, and, Government Research (PS 370), taken by students majoring in Political Science or public Management.

Both these courses are seen as drawing on the many courses leading up o them, almost always taken in the senior year. In the case of the Management Policy, the purpose is to pull together, so integrate, skills and knowledge from the Business administration core courses and the help students develop a better sense of American business in an international setting. It should be pointed out that since there is more than one section taught each semester of the Management Policy course, it was agreed that all sections would use the same case studies as the basis of analysis and evaluation and mutual exams.

In the case of the Governmental Research course, it is taught every other year, so juniors, and will continue to take this course. Unlike the Management Policy course drawing on the courses in the Business Administration core courses, the Government Research course, draws upon skills and knowledge primarily from Basic statistics (MTH 141), the required math course for Political Science and Public Management majors, and Social science Statistics (SS 310) , required in both the Political Science and Public management majors. Based on this background, the Governmental Research course is an applied statistical applications course. Knowledge of statistics is often necessary in graduate school and useful in law school, and, it is difficult for students to truly grasp it without it being re-enforced through more than one course.

Human Service Agency Management/American Humanics
2000-2001 Assessment

Goals:

The Human Service Agency Management program is designed to foster in its students a broad understanding and commitment to individuals served by Human Service agencies. The program is designed to prepare future and current nonprofit professionals to work with America's youth and families. The degree focuses more on the leadership of a nonprofit agency as opposed to direct service preparation.

HSAM majors should demonstrate an ability to lead and manage people (staff & volunteers) and programs in a human service agency. As a manager, there are certain skills, techniques and practices which may be learned. In the curriculum, our students will have opportunities to practice these skills in a supervised, supported environment.

As leaders, there are certain attitudes and personal philosophies which may be cultivated. Our students will have opportunities to clarify their own vision relative to personal growth and the nonprofit, human service environment.

Growth in the program is a major priority. We anticipate an increase of student participants to over 200 by 2000-2001. Qualitative and quantitative growth will enable Lindenwood to be the preferred source of graduate leadership for the nonprofit sector.

Objectives

Graduates should:

- Demonstrate an ability to describe opportunities for careers in the nonprofit youth and human service management.
- Demonstrate effective verbal and nonverbal communication skills.
- Develop an effective resume, prepare appropriate job search correspondence, prepare for the interview process, and demonstrate an overall understanding of the job search process.
- Develop and nurture "personal attributes" that correspond to the nonprofit field such as: positive attitude, initiative, commitment to mission, responsibility, ethical behavior, honesty, integrity, confidentiality and accountability.
- Demonstrate an understanding of the role of the nonprofit sector in our society, the importance of mission orientation, and the philanthropic structure of nonprofit organizations.
- Demonstrate an understanding of the adult and youth populations, their developmental needs, and effective methods of addressing those needs.
- Demonstrate an understanding of board development in a nonprofit agency.
- Understand the fund development process and effective strategies to raise funds for the human service agency.
- Demonstrate an understanding of the human resource development and supervision function in the human service agency.
- Demonstrate general nonprofit management skills such as time-management, problem solving and decision-making. Student should also be aware of management trends towards diversity, collaboration and client interests.
- Demonstrate a general knowledge base for nonprofit accounting and financial management.
- Demonstrate an understanding of the marketing process and the marketing plan.
- Demonstrate the ability to create programs that effectively serve constituents.
- Demonstrate an understanding of risk management in the nonprofit arena.

Assessment – 2000-2001

A 2000 Fall Semester update was provided:

Active members – 86
Non-active members – 67 (current LU students previously affiliated)
Total members – 153

Students seeking certification – 74
Non-seeking students – 79

HSAM majors – 71 (This doe s not include all HSAM Majors, just AH students)
Non-HSAM majors – 50
Undecided majors – 32

2000 Fall semester Accomplishments:

- Lindenwood University American Humanics Student Association held the largest blood drive in St. Charles County according to the American Red Cross.
- American Humanics, INC. gave out 5 National scholarships for community service and a Lindenwood University AHSA student received one.
- AHSA Vice President was selected from the city of S. Charles to represent and attend a National Youth Advisory conference.
- AHSA President was selected to the national planning team for AHMI 2001.
- Lindenwood University is currently hosting the third largest AH program out of 76 affiliates in the country.
- AHSA adopted a family for Christmas who lost everything in a fire a month before Christmas.
- AHSA has attained $3,610.00 in fundraising efforts in the fall semester.
- 2 Lindenwood University HSAM professors have been asked to present at AHMI.
- 1 Lindenwood University HSAM professor represented the national Office of American Humanics at the National Order of the Arrow Conference.

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.

Current LCIE Assessment

The LCIE delivery format follows a Socratic pedagogic model. Each student is required to meet with his or her faculty advisor twice each term. During those meetings, the advisor reviews the student's work and engages the student in a discussion of the content of the coursework for which the student is enrolled that term. From these discussions, the advisor assesses both the level of the student's learning and the breadth and efficacy of the instruction he/she is receiving that term. Thus, each instructor is continuously monitored by all 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.

During the 1998-1999 academic year the LCIE faculty began a process of developing a more quantitative assessment of the majors. 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, the average of the culminating project ratings.

Assessment Revisions in Progress

New assessment tools are being developed which focus on competency-based assessment of individual general education clusters and clusters in each major. Specific skills and processes are being identified and a uniform method for identifying and documenting the level of achievement of these skills is the focus of the new tools.

- The competencies being measured will be identified for each cluster.

  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)

- Each cluster will list a set of objectives. These objectives will be competency-based and will be the same for all instructors teaching that cluster. Each instructor will choose and list activities tied to those objectives in his or her syllabus.

- There will be a common grid for all instructors of a given cluster. That grid will assign a numerical value to the degree of mastery of each competency. The grid will become a part of the summary evaluation of the student that is already being written by each instructor. Those evaluations will be given to the faculty advisors.

- Faculty advisors will tabulate the results and decide how to use the information to improve the content and teaching of the clusters that they supervise.

During the 1999-2000 academic year, the emphasis was on the following general education clusters.

Communications
Communications I (3 semester hours)
Communications II (3)
Literary Types (3)

Humanities
World Literature and Ideas I (3)
Intro to Philosophy (3)
Concepts of Visual Arts (3)

Social Sciences
Principles of Psychology (3)
Basic Concepts of Sociology (3)
American National Government(3)

Cross Cultural
Human Community (3)
Cross Cultural Focus I (3)
Cross Cultural Focus II (3)

Natural Sciences
Modern Topics in Environmental Science (3)
Science and the 21st Century (3)
Science, Public Policy, and Public Values (3)

Mathematics
Statistics (3)
Research Design and Methodology (3)
Quantitative Management Applications (3)

Meetings were held with faculty advisors supervising the Communications Cluster, the Mathematics Cluster, and the Natural Sciences Cluster. Meetings were also held with the instructors from these clusters. As a result of these meetings, preliminary lists of common course objectives were compiled.

Communications:

Students in the communications cluster are expected to accomplish the following:

1. Master the basic knowledge of both written and oral skills through developing accurate grammar, sentence structure, vocabulary building and research skills.

2. Accomplish comprehension and application of effective strategies in writing short essays, in oral presentations, and in writing a research paper.

3. Develop reasonable analytical skills through reading and the writing of short papers and/or journal items, practicing research methods, and textual investigation.

4. Demonstrate the ability to synthesize ideas through clear organization and expression in writing and in oral presentations.

5. Develop critical thinking through the evaluation of thesis development, essay strategy, and literary methods, in both written and oral assignments.

Mathematics:

This cluster is intended to enable students to gain an understanding of basic statistics, research design, and quantitative management applications. More emphasis will be placed on understanding and applications than on manipulation of formulas. The cluster objectives are the following:

1. To learn the essential of descriptive statistics: to organize, summarize, and illustrate data as well as derive meaning from data.

2. To understand and use measures of central tendency and measures of variation.

3. To describe relationships using correlation and linear regression.

4. To learn the fundamentals of probability.

5. To understand principles of sampling and sampling design.

6. To study methods used in statistical inference: methods for drawing conclusions from data including confidence intervals and significance tests.

7. To increase computation skills and apply them to problem solving.

8. To use calculators, computers and other tools in problem solving.

Natural Sciences:

Students will demonstrate skills in the following:

1. Recognition and accurate application of scientific terminology.

2. Evaluate the efficacy of scientific endeavor.

3. Form opinions backed by scientific fact.

4. Research controversial issues, with and without bias.

5. Oral presentation of scientific articles.

6. Organize, research, write and present topics approved by the instructor.

7. Debate controversial issues based on their own research.

8. Speculate on feasible resolutions of controversial local/global issues using knowledge acquired from outside research and in-class discussions.

Meetings will be held during the 2000-2001 academic year with the faculty advisors and instructors for the remaining general education clusters and a common set of objectives will be determined. Each instructor will provide the supervising faculty advisor with a grid similar to the following model.

Name of Cluster

Competency Objective# Activities	Basic Knowledge	Comprehension	Analysis	Synthesis	Evaluation
1. list to be supplied by the individual instructor	Numerical class average for each activity that applies	Numerical class average for each activity that applies	Numerical class average for each activity that applies	Numerical Class average for each activity that applies	Numerical class average for each activity that applies
2. list to be supplied by the individual instructor					

3. list to be supplied by the individual instructor					
4. list to be supplied by the individual instructor					
5. list to be supplied by the individual instructor					
6. list to be supplied by the individual instructor					
7. list to be supplied by the individual instructor					
8. list to be supplied by the individual instructor					

Assessment for 2000-2001

In the past, assessment was the responsibility of the faculty advisors. They tracked the progress of their advisees, assess programs, and evaluated the culminating projects. An essential part of the assessment process was the continuity of the advisor-advisee relationship.

During the 2000-2001 academic year, the advising structure was reorganized and decentralized. Four of the twelve full timer advisors are no longer with Lindenwood. On new full time advisor was added midyear. A substantial number of students were assigned to day faculty. No meaningful data could be gather for this academic year. Action plan for 2001-2002:

Student performance in key clusters for various majors will be evaluated quantitatively for knowledge in content area and competencies will be evaluated by key instructors who have experience with the programs. Three to six basic skills in each area will be evaluated for knowledge, application, and evidence of higher order thinking, i.e. analysis, synthesis, and evaluation.

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 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). In order to pass, students have to achieve a score above one standard deviation below the national mean on the multiple choice test.

This comprehensive examination as a form of assessment was first implemented in March, 2001.

Number of students sitting for exams :	34
Number of students passing both exams :	29.
Number of students failing both exams:	3
Number of students failing just the CPCE multiple choice :	1
Number of students failing just the essay exam :	1

Students failing any part of the comprehensive exams are allowed to retake the exams again the following trimester.

On the CPCE multiple-choice exam, specific scores achieved by our students ranged from ***69 to 120*** out of a total possible score of 136. The mean score was ***93.65*** (with a standard deviation of 11.61). This compared to the national norm for Fall 2000, which was ***89.7*** and a (standard deviation of 14.78)

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.

Campus Life Program

Goals and Objectives:

The Campus Life Program has a number of goals, which flow form 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 experiences.

Assessment and Action Plan:

1. Determine the growth in work attitudes and performance of students participating in the Work and Learn Program and Community Work Service Program through Comprehensive Student Assessment Program analysis of supervisor reports and time sheets.
   A. Track the number of Linden Leader (outstanding work-study performance) nominations submitted by the super visors.

Fall:	nominations	awarded
Spring:	nominations	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: Spring:

In the Community Work Service Program/America Reads Program the number of students were:
Fall: Spring:

The total hours to be worked by the students (expected):
Fall: Spring:

Performance Percentage for students' hours worked:
Fall: Spring

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 2000 – 2001 academic year, the Career Development Office listed approximately 2,700 job postings, assisted in the creation of over 475 resumes, provided testing services to approximately 375 students, and provided individual career counseling to approximately 110 students/alumni.

2. Track the placement rate of individuals using the Talent Transcript.

   98% of the graduates featured in the 2000 LIONetwork Placement Catalog were placed in full-time employment or graduate school within six months of commencement.

   98% of the December graduates who participated in the Talent Transcript program were placed in full-time positions or graduate school.

3. 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.

4. Measure the number of workshops, job fairs, and on-campus interviewers offered.

   Nine Senior Countdown Workshops were offered to graduating students in October and were utilized by approximately 115 students.

   Approximately 500 students and 77 employers were in attendance at Career Day in April of 2001.

   Approximately 75 companies/organizations interviewed on campus during the Fall and Spring semesters for 2000 – 2001

The Education Department sponsored Education Placement days for prospective teacher candidates on Wednesday, April 4th, and Thursday, April 5th, 2001. 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, the Gateway Teacher Recruiting Fair and will assist in sponsoring the Last-Minute Teacher Job Fair in August of 2001. All Lindenwood University students and alumni are eligible to attend these fairs.

Goal: To promote academic growth and student success by utilizing an inter -disciplinary approach through a student Support Action Team. Supporting statistics are on file in the office of the Director of Success, campus-mentoring program.

Assessment:

1. To focus on meeting with students in need of academic assistance on a weekly (suspension), twice weekly (on probation), and monthly (on warning), basis to assess how students are progressing academically as well as to determine student needs and provide appropriate referrals.

156 students actively participated in the Spring 2001 mentoring program. 102 students raised their GPA's, 46 students decreased their GPA's, 7 students maintained the same GPA and 3 students withdrew from the semester.

2. To monitor and track each student's attendance.

Attendance is monitored and tracked in the form of a report every week during the semester. This report provides a means of assessment to student Support Services and aids in the process of focusing on student success.

3. 222 students used the Writing Lab during the Spring 2001 semester.

4. The Student Support Action Team was comprised of 15 staff members.

5. To administer the residual ACT at Lindenwood.

An average of 20 students took the ACT per semester.

Additionally, 15students utilized the proctoring the ACT examination under section 504 of the Americans with Disabilities Act.

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. Had 46 students enrolled in the ROTC program during the spring semester.

2. Complete coordination to build a Rappel Tower and training sites on campus.

3. Build program to support 10 officer commissions a year.

4. Established a rapport with local high schools in St. Charles area.

5. Established a rapport with local National Guard and Reserve units in the surrounding community.

6. Currently have 10 federal scholarship students enrolled in the program.

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 2000-2001school year proved to be outstanding in the area of club and organizational growth. New organizations were formed, including the Marketing Club, Lewis and Clark Debating Society, Fencing Club, and Alpha Tau Omega Fraternity. 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, 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, LU Palooza, Cardinal Baseball Nights, and conventions.

2. Giving students an offering of diverse groups or organizations sponsored by faculty and staff.

Alpha Lambda Delta
Alpha Phi Omega
Alpha Psi Omega
Alpha Epsilon Rho
Alpha Sigma Alpha
Alpha Sigma Lambda
Alpha Sigma Omega
Alpha Sigma Phi
Alpha Sigma Tau
Alpha Tau Omega
Ambassadors
American Humanics Student Association
Association of Collegiate Entrepreneurs
Business Club, Judy Kamm
Campus Crusade for Christ
Cheerleaders, Kim Kitchen
Chi Sigma Lota
Circle K International
Criminal Justice Interest Group
Dance Club
Delta Zeta
Easton Debating Society
English Club
Explorers Post 9209
Fellowship of Christian Athletes
Fencing Club
Fine Arts Club
Greek Council
Griffin Literary Club
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
Lion Line Dance Squad
LSGA
LU Roller Hockey
Marketing Club
Math and Computer Science Club
Panhellenic Association
Pi Delta Phi
Pi Gamma Mu
Pi Mu Epsilon
Pi Sigma Alpha
Pre Health Professionals
Psi Chi
Psychology Interest Group
ROTC
Accounting Club
Alpha Chi
Spirit Squad - Pep 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. Other areas have changed their methods of assessment in the light of the results we have obtained through these seven 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:

The General Education requirements for 2001-2002 have been changed: the mathematics requirement has been reduced to one three hour course and a course on Oral Communications has been added.

General Education: 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 has expanded to include English Composition, Mathematics, Geology, Psychology, Sociology, and Management. 2001-2001 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. The fall of 2000 will see further implementation of these programs, further programs in English and Biology, and planning for a variety of pilot programs during pre-semester faculty workshops (please see Appendix II).

Education Division: Surveys of graduates continue to be refined and used to improve services. 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..

Humanities Division: All departments within the division continue to make increased use of standardized testing, whether from outside sources (Foreign Languages) or internally generated (History, English, Philosophy and Religion.)

Communications Division: 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.

Fine and Performing Arts 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 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.

Sciences Division: The division continues to focus on ways to make assessment more incisive through increased quantification and analysis of individual program components. The Social Work Program continues to develop its own self-contained assessment program.

Management Division: As a direct result of the assessment process, the division has added capstone courses taught by senior faculty. Assessment of these courses will commence in 2001-2002.

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 are working to improve the focus of these instruments and to develop new assessment tools that focus on competency-based assessment for general education.

For the next academic year's document the Assessment Officer and the Assessment Committee will work to:

Expand assessment of general education to include competency based testing for both knowledge and mental operations.

Increase standardization and quantification (where appropriate) of assessment results from the various divisions

Further integrate the assessment document and the Lindenwood University Strategic Plan

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

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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

	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Sprin 2001
A	47.6%	42.5%	48%	41.6%	50%	52%	53.2%	43.2%	49%	50%
B	21.6%	16.3%	20.9%	16.8%	20%	19%	19.8%	16.7%	20%	19.4%
ST	69.2%	58.8%	68.9%	58.4%	70%	71%	73%	59.9%	69%	69.4%
C	12.5%	9.5%	12.1%	9.4%	12%	11%	10	8.7%	13%	13.7%
T	81.7%	68.3%	81%	67.8%	82%	82%	83%	68.6%	83%	83.15
D, F, Etc.	18.3%	31.7%	19%	32.2%	18%	18%	17.1%	31.4%	17%	16.9%

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.

These numbers indicate that over the past three academic years, while the numbers of As and Bs given has fluctuated somewhat, the number of C grades may have started a decline. 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.

		A	B	C
Anthropology	Fall 1996	36.8%	28.2%	24.5%
	Spring 1997	28.4%	20.6%	24.8%
	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%
Art	Fall 1996	40.7%	29.5%	13.8%
	Spring 1997	48,5%	25.3%	11.7%
	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%
Business Administration	Fall 1996	37.9%	23.9%	18.7&
	Spring 1997	31.8%	24.2%	21.5%
	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%
Biology	Fall 1996	21.8%	23.9%	18.7%
	Spring 1997	18.6%	23.8%	26.9%
	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%	32,5%	25%
Chemistry	Fall 1996	21.0%	24.1%	25.3%
	Spring 1997	14,2%	15.9%	15.5%
	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%

Criminal Justice	Fall 1996	26.6%	28.0%	28.5%
	Spring 1997	26.5%	32.1%	24.9%
	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%
Communications	Fall 1996	31.5%	17.3%	5.6%
	Spring 1997	34.9%	29.9%	15.4%
	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%
Computer Science	Fall 1996	33.7%	18.5%	17.4%
	Spring 1997	38.6%	19.8%	16.8%
	Fall 1997	28.4%	20.6%	11.8%
Computer Science	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%
Dance	Fall 1996	60.2%	11.3%	3.8%
	Spring 1997	64.7%	12.1%	4.3%
	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%
Education	Fall 1996	78.8%	11.3%	2.6%
	Spring 1997	81.2%	9.7%	2.9%
	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%
English	Fall 1996	24.9%	36.4%	18.9%
	Spring 1997	25.1%	30.0%	16.7%
	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%
Geology	Fall 1996	19.4%	37.8%	28.6%
	Spring 1997	16.2%	38.7%	30.6%
	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%
German	Fall 1997	5.0%	35.0%	35.0%
	Spring 1998	17.6%	11.8%	29.4%
	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%
French	Fall 1996	47.9%	30.1%	12.3%
	Spring 1997	45.2%	29.0%	12.9%
	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%
	Spring 2000	55.1%	27.5%	8.7%
French	Fall 2000	64.9%	13%	2.6%
	Spring 2001	60.6%	18.2%	6.1%
Spanish	Fall 1996	32.3%	32.8%	17.2%
	Spring 1997	29.8%	20.4%	22.7%
	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%
Geography	Fall 1996	16.1%	57.1%	14.3%
	Spring 1997	20.5%	27.3%	40.9%
	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%
History	Fall 1996	21.8%	27.1%	25.7%
	Spring 1997	20.1%	24.1%	22.3%
	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%
Human Service Agency Mgt	Fall 1996	42.3%	26.9%	17.9%
	Spring 1997	48.6%	17.4%	13.8%
	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%
Mathematics	Fall 1996	18.5%	24..1%	24.1%
	Spring 1997	17.5%	18.0%	24.2%
	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%
Music	Fall 1996	58.7%	14.0%	5.3%
	Spring 1997	65.0%	12.0%	3.5%
	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%
Physical Education	Fall 1996	77.1%	10.1%	3.2%
	Spring 1997	70.5%	11.0%	5.6%
	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%
Philosophy	Fall 1996	15.7%	26.5%	27.5%
	Spring 1997	17.2%	15.5%	21.6%
	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%
Political Science	Fall 1996	27.0%	33.5%	20.5%
	Spring 1997	38.1%	35.2%	10.2%
	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%
Psychology	Fall 1996	37.7%	25.8%	21.9%
	Spring 1997	39.7%	26.6%	17.6%
	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%

Religion	Fall 1996	32.7%	25.5%	23.6%
	Spring 1997	32.6%	24.3%	20.5%
	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%
Sociology	Fall 1996	20.3%	29.5%	35.9%
	Spring 1997	29.9%	21.0%	27.6%
	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%
Theatre Arts	Fall 1996	71.8%	16.2%	4.9%
	Spring 1997	69.3%	14.0%	5.8%
	Fall 1997	69.8%	14.1%	5.6%
Theatre arts	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%

Appendix II. Calendar for General Education Assessment

Academic Semester	Fall 2000	Spring 2001	Fall 2001	Spring 2002
General Education Area	Faculty Workshops		Faculty Workshops	
English Composition	Implementation of full scale program for ENG 150 Planning of pilot for ENG 170	ENG 150 program continues Pilot for ENG 170	ENG 150 program continues Implement revised pilot assessment for ENG 170;	ENG 150, continues Implement assessment for ENG 170
Humanities	Planning for program for World Literature (ENG 201, 202)	Pilot program for ENG 201 Pilot program for REL 100, 200	Implement assessment for ENG 201 REL 100, 200 program; Pilot program for PHL 100	Implement pilot assessment for ENG 202 REL 100, 200 program; Program for PHL 100
Communications			Planning for assessment of COM 101, 110, 121	Implement pilot assessment for COM 101, 110, 121
Fine Arts			Planning for pilot programs	Implementation of pilot programs
Civilization **World History** **Cross-Cultural/** **Foreign Language**	Implementation of full scale program for HIS 100 Planning for GEO 201 Gen Ed and Assess Committees choose courses for review Faculty planning for pilot programs	HIS 100 program continues Implementation of pilot programs	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
Social Sciences	Gen Ed and Assess committees choose courses for review Faculty planning for pilot programs	Pilot programs: PSY 100 SOC 100 BA 210	Program for PSY 100 Program for SOC 100 Pilot program for HIS 105 Revised program for BA 210 Pilots for PS 155, 156; BA 211	Program for PSY 100 Program for SOC 100 Program for HIS 105 Pilot for HIS 106 Programs for BA 210, 211 PS 155, 156
Natural science and Mathematics	Mathematics continues Pilot program for BIO 100 Gen Ed and Assess Coms. choose courses for review Faculty Planning for pilot programs	Math program continues Bio 100 program Pilot for ESG 100	Math program continues Bio 100 continues Revision of pilot for ESG 100	Math program continues Bio 100 (revised) continues Implement pilot for ESG 100