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Comprehensive Student Assessment Program: 1999-2000

Lindenwood University

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COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

1999-2000
ANNUAL REPORT
PROGRAM AND DATA

LINDENWOOD UNIVERSITY
ST. CHARLES, MISSOURI

COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

1999-2000

LINDENWOOD UNIVERSITY
ST. CHARLES, MISSOURI

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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* which builds 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.

2. 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 which 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 which 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 1999-2000 academic year in the Fall of 1999, Lindenwood enrolled 3402 full-time undergraduates, an increase of 170 (5.3%) 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 3402 full-time undergraduates enrolled in Fall Semester 1999, 583 (17%) of them were first-time students. These were almost entirely students making a direct transition from high school to university. In addition, there were 711 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 1998 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 1294, which is 38% of the total full-time undergraduate student body. These varying percentages do not vary significantly from last year.

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

     578 (17%) who are second year (2% fewer than 1997-98)

     617 (18%) who are third year (same % as 1997-98)

     913 (28%) who are fourth year. (increase of 5% from 1997-98)

Of this total number 15% are from minorities tabulated in the IPEDS report, the same as last year.

Some 1454 (43%) were men, and 1861 (57%) were women. This approximately 60/40 women/men ration has been fairly consistent for many years.

A Note on the Graduate Student Body

The Fall 1999 IPEDs report data indicate that in the Fall semester, 1999 graduate students comprised

     762 Full Time students of whom 237 were male and 525 female

     1145 Part Time students of whom 283 were male and 862 female.

Of these 77% came from Missouri (19% of these had been Lindenwood undergraduates), 16% from other states, and 6% came from 11 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 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, complementing our process and progress. Ongoing reviews of the plan continue as a matter of course. In particular, we expect to have a revised general education plan in place in 2001-02 along with 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 all faculty 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

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 (where requirements for the BS differ, they are marked by parentheses):

English Composition
    ENG 150, 170 (6 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 (6 hours) (9 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 this 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, pilot programs are underway in a number of disciplines, including mathematics and geology. At the beginning of the Fall semester of 2000, 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.

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.

Grammar Assessment

Pilot Program: Spring 2000

During the spring semester of 2000, a pilot program aimed at assessing student achievement in grammar usage was completed.

Methodology:
A total of forty-six students in three different Composition I (ENG150) courses were given a pretest during the first week of class. This pretest reflected those areas of grammar that the faculty felt needed to be stressed in order for students to be successful writers both in the English classroom as well as across the curriculum.

The percentages were tabulated and saved. Students were taught grammar on a regular basis throughout the semester, and during the final week of the semester, students were given the same assessment instrument as a posttest. Again, the percentages were tabulated, and they were then compared to the results of the pretest.

Results:
Each student was assigned a number between 1 and 46, and the scores for each student are on file in the English deoartment..

Individual student pretest percentage scores ranged from 47 to 90 and posttest percentage scores ranged from 47.5 to 100.

The average pretest score for the 46 students was 70.02. The average posttest score for the 46 students was 74.07. This reflects an average increase of 4.05% for the entire sample.

The largest increase recorded for an individual student was student #41 who had an increase of 35%. The largest decrease recorded for an individual student was student #35 who had a decrease of 12.5%.

One point to be noted is that 21% of the students completing both the pretest and posttest were international students from non-English speaking countries (Mexico, Panama, United Arab Emirates, Africa, and Yugoslavia.) The students with the two highest increases in scores were international students.

Overall, 30% of the students demonstrated a decrease in scores from the pretest to the posttest. Nine percent demonstrated no change, and **61% demonstrated an increase in scores from the pretest to the posttest.**

In short, it appears that teaching grammar on a regular basis helped two-thirds of students improve their usage of grammar from the beginning of the semester until the end of the semester.

Discussion:

It must be noted that the method by which students are placed into composition classes is currently being changed at Lindenwood University. Previously, the majority of students took a writing assessment on the day they registered for their first semester at Lindenwood University, and based on that test, they were either placed into Composition I or a refresher course entitled Foundations of Writing (ENG100). Almost all students were placed into the Composition I course, for the ENG100 class was designed to resemble more of an ESL class than a writing class. However, international students were almost always placed directly into the Composition I course based on completion of an ESL program prior to arriving at Lindenwood University. Many of these students, though, did not have the prerequisite skills to be successful at the Composition I level.

Therefore, one additional course has been added to the curriculum entitled Effective English (ENG120). This course serves as a bridge to the first level of composition. Class size is smaller in ENG120, and students receive more individual and technological assistance than in typically sized classes.

All students, including international students, will now be required to complete the writing assessment. Based on the results of this exam, each student will be more accurately placed at the level of instruction best suited to meet his/her needs.

Therefore, it is theorized that students involved in this program in the future will begin with a more similar basic skill level, and this could affect the overall outcome of the assessment.

Goals:

It is the desire of the English faculty that 100% of the students taking the Composition I class will achieve at least 70% accuracy on the posttest exam. On the pilot program, only 69.5% achieve this level. Therefore, in order to reach the desire level of proficiency, the faculty will need to do the following:

1) determine the desired outcomes
2) develop materials aimed at teaching to those outcomes
3) purchase computer materials and have them installed on all campus computers as well as on the university network
4) purchase paper materials to make available to all students through class and tutorials
5) encourage all students who need additional assistance to work with a student tutor

Future Plans:

The spring semester served as a pilot program for this assessment instrument. We chose this semester to test the instrument, for only 3 classes of Composition I were available as subjects for the study. We will expand the study to the entire grouping of Composition I classes in the fall of 2000 and the spring of 2001. In total, that should encompass approximately 25 additional sections.

Suggestions:

The spring semester served as a pilot for this assessment program. One change that would be suggested is to the have the posttest serve as a graded portion of the semester's grade. During this semester, the posttest score was not reflected in the students' final grades, and it appears as if not all students took the assessment seriously.

<div align="center">Writing Assessment</div>

Pilot Program: Spring 2000

During the spring semester of 2000, a pilot program aimed at assessing student achievement in beginning college writing was completed.

Methodology:

Students in one section of Composition I (ENG150) were given a writing prompt to which they were to write for 50 minutes: *Name one academic challenge you will face during this semester and discuss means by which you intend to deal with it.* Student essays were identified by student number and saved until the end of the semester.

At the end of the semester, students in the same ENG150 section were given a similar prompt to which they were to write for 50 minutes: *Name one academic challenge you faced during this semester and discuss means by which you addressed it.* Again, student essays were identified by student number.

The final essays were written for two purposes. First, they served as one means by which students were able to show proficiency in the writing process. Students are required to receive a passing score on the essay in order to move from Composition I (ENG150) to Composition II (ENG170). Professors in the English department holistically grade the essays on a 1-6 scale, 1-3 indicating a failing grade on the essay and 4-6 indicating a passing score. Students who fail the exit exam may write the exam again. If they still fail, they have the option to submit a portfolio of their work to the head of the English faculty for review. The second purpose of the final essay is for assessment of the Composition I curriculum.

Of the twenty students who wrote both first and second essays, ten were randomly chosen for this pilot project. Essays were evaluated in two ways:

1) Each essay was holistically graded according to a six-point scale. The attached rubric # 1 outlines the qualities evaluated.
2) Each essay was evaluated according to the criteria English faculty members believe are important skills for beginning writers. These criteria are outlined in attached rubric #2.

The results of the first and second essay evaluations were compared and the results follow.

Results:

1) When graded holistically, all students showed improvement in their writing abilities. For many students, this improvement was most pronounced in their ability to organize their thoughts. Composition I encourages students to create thesis statements and use essay maps, and while often not evident in the earlier writings, all of the second writings demonstrated this ability. Additionally, all students were able to create paragraphs based on the structure indicated by the essay map, and all students stuck to the stated purpose of their papers.

2) When graded according to the established rubric, the average change from the first paper to the last was an increase of 12.88% (see chart 2). The percentages of improvement ranged from 2.5% to 37%. Only one student performed more poorly on the second exam, and that student's assessment decreased by 2.8%.

When assessed according to the established criteria, one great area of improvement was in number of words used. The average increase in essay length was 86%. Only two of the second papers were slightly shorter than their counterparts, and the increases in the rest of the essays ranged of 25% to 200%.

Another area of great improvement was in the use of effective introductions. All of the second essays included some sort of interesting beginning statement and a thesis. All but five also included a specific essay map that helped organize the rest of the paper.

Improvements in all areas were indicated. More students were able to correctly punctuate their sentences, and fewer fragments and run-on sentences were used. Students made much better use of paragraphing and topic sentences, and transitions were more evident in the second writings. Overall organization also increased as did correct use of grammar.

Discussion:

It is apparent from the results that student writing improved over the course of the semester. More accurate use of punctuation, grammar and sentence structure was observed, and students were able to write longer, more organized second essays.

This was a pilot program aimed at assessing student writing. In the future, a similar plan will be used, but it will be expanded to include more students. Each section of ENG150 will submit 5 randomly chosen essays for review, and comparisons among sections and students will be made. Through this method, it may be possible to determine those teaching methods that best help students improve their writing.

Eng150 Grading Rubric

	Pretest	Posttest
Statement of Thesis	2	2
Essay Map (organizer)	2	2
1-3 fragments	3	3
4-5 fragments	2	2
6+ fragments	1	1
1-3 run-ons	3	3
4-5 run-ons	2	2
6+ run-ons		1
1-3 verb agreement errors	2	2
4+ verb agreement errors	1	1
1-3 pronoun agreement errors	2	2
4+ pronoun agreement errors	1	1
1-5 spelling errors	2	2
6+ spelling errors	1	1
topic sentence for each body paragraph	3	3
conclusion	3	3
use of transitions	2	2
1-5 punctuation errors	2	2
6+ punctuation errors		1
use of detail	2	2
overall organization	3	3
wording	3	3
parallelism	1	1
Points Earned	____/35	____/35

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.

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.

<u>1999 Fall Semester</u>
        The mathematics department's primary general education focus continued to be on general education objective #2. For each course we constructed a syllabus which outlined specific course objectives. A comprehensive final exam was required in each of our classes to measure student attainment of those objectives and was used as part of the student's course grade. In the department we collected each course syllabus, corresponding final exam, and instructor epilogue. The epilogue submitted for each instructor for each course at the end of the semester contains a discussion of the content covered, general comments, recommendations for the future offering of the course, and resolutions on previous recommendations. Each instructor has on file all exams (or a copy) administered during the 1999 fall semester.
        General education objectives #1, #6, and #7 were also addressed in a couple of our courses and a variety of tools were used to assess these. In particular, videos, research papers, group activities, and homework were the additional tools used in MTH 121.

        We had 7 sections of MTH 121 taught by 3 instructors, 5 sections of MTH 122 taught by 2 instructors, 1 section of MTH 131 taught by 1 instructor, 3 sections of MTH 134 taught by 1 instructor, 8 sections of MTH 141 taught by 3 instructors, 2 sections of MTH 151 taught by 2 instructors, 1 section of MTH 152 taught by 1 instructor, 2 sections of MTH 171 taught by 1 instructor, and 1 section of MTH 172 taught by 1 instructor. Overall, seventy-eight percent (78 %) of the final grades were passing. These courses make up the general education requirement for our students and point to success on the general education objectives #1, #2, #6, and #7.

<div align="center">

MATHEMATICS - GENERAL EDUCATION
OBJECTIVE RUBRIC
SPRING 2000

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Between five and eight objectives were written for each of the following general education courses. For each course, appropriate data were collected for each student who finished the course for each objective and these data were averaged. 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. Each instructor per course has kept a file to show how the data was collected. For courses taught by multiple instructors, the one listed first has the data. Next year, the mathematics faculty will

also include MTH 171 and 172, Calculus I and II.

The objectives for each course may be found below. (Numbers reflect percentages)

COURSE	OBJ. 1	OBJ. 2	OBJ. 3	OBJ. 4	OBJ. 5	OBJ. 6	OBJ. 7	OBJ. 8
121	75	83	72	86	76	67	81	XXX
122	82	80	74	74	73	73	XXX	XXX
131	80	74	76	81	77	XXX	XXX	XXX
134	84	83	85	86	86	85	XXX	XXX
141	73	73	77	77	71	71	70	XXX
151	73	70	75	72	77	88	79	87
152	84	73	76	87	91	70	XXX	XXX

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 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.

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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. solve and graph polynomial equations and solve inequalities by hand and using a graphing calculator.

2. graph and solve rational equations by hand and using a graphing calculator and simplify rational expressions.

3. graph and solve exponential and logarithmic equations by hand and using a graphing calculator.

4. understand both degree and radian angle measures and evaluate the six trigonometric functions for a given angle measure.

5. graph the six trigonometric functions and evaluate inverse trigonometric functions by hand and using a graphing calculator.

6. solve trigonometric equations and know and apply multiple angle and sum and difference formulas.

Below is the grade distribution. "OTHER" includes Incomplete, W, WP, and WF. This semester no UW's were given; instead those students received F's. Seventy-one percent (71 %) of the 666 students in these general education courses were successful in passing with a D or better.

COURSE	A	B	C	D	F	OTHER	TOTAL
MTH 121	41	35	36	5	11	6	134
MTH 122	43	23	26	26	46	20	184
MTH 131	1	2	2	1	2	5	13
MTH 134	29	8	13	3	6	9	68
MTH 141	57	34	31	18	29	28	197
MTH 151	4	4	7	1	2	19	37
MTH 152	5	9	7	2	4	6	33
TOTAL	180	115	122	56	100	93	666

World History (His 100) as an Assessment Instrument for the
General Education Program

Lindenwood's General Education Program mandates that all our students take World History (HIS 100) as a requirement for graduation. The History Faculty are continuing a process initiated last year which measures student retention of material relating to some "core competencies" connected to General Education Goals and Objectives, especially Goals 2 and 3 and Objectives 3. 6, and (to a limited extent) 7.

The faculty has treated the process this year as a continuation of last year's pilot program. A more extensive program will be applied next year to all sections. Results for the spring semester of the year 2000 are as follows:

Twenty-two multiple-choice questions were administered to four sections. Five questions were used to gauge retention in chronology and other areas. Other questions also dealt with more than one area.

• Student retention and understanding of basic chronology:

Seven simple questions requiring the association of events and processes with specific time periods. Results indicated that students better retained information from more recent eras.

Classical and Medieval periods:	60%, 40%	correct
Early Modern period:	70%, 60%	
Modern period	71%, 81%, 85%	

Four complex questions requiring that students recognize and analyze information to arrange events and processes in time.

| Early Modern period: | 49%, 25% | correct |
| Modern Period | 43%, 83% | |

• Student retention and understanding of Islam's role in history:

One simple question regarding Islam's geographical extent: 87% correct

• Student retention and understanding of the role of ideas in history:

One simple question requiring recognition of patterns of thinking associated with science as opposed to traditional mentalities.   78% correct

Two simple questions requiring recognition of basic ideas and groups associated with Classical Liberalism.
66%, 65%   correct

One complex question requiring recognition and analysis of information regarding historical continuity, chronology, and ideology.

36%   correct

Two simple questions requiring recognition of the content of 20th century Fascism and Communism.
68%, 49%   correct

* Student retention and understanding of the impact of the Industrial revolution:

Two simple questions involving recognition of chronology and processes.   81%, 65% correct

Two complex questions requiring recognition analysis of information regarding trade patterns, colonialism, industrialization, and government policies.   83%, 25%   correct

* Student retention and understanding of the shifts of centers of power in the modern world.

Three simple questions requiring recognition of events and processes.
70%, 71%, 76% correct

Two complex questions requiring recognition and analysis of trade patterns, power relationships, and ideological conflict. 68%, 48%   correct

Analysis of these results suggests that usually (but not always) students do better with simple questions dealing with identification, dates, etc. than with complex questions requiring that they deal with variables and that students deal better with more recent than with distant events.

The 116 students surveyed answered 63% of the questions correctly. We would hope that future results will be at least 70%.

ACTION PLAN FOR 2000-2001

Assessment of History 100 for the academic year 2000-2001 will build on previous results, but will be 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.

In order to judge our effectiveness in providing this core, the history faculty have developed a list of about 200 items which will be used for assessment. We plan to create at least four examinations of about 25 to 30 questions each which 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 as well as more complex questions requiring analysis.

Our categories are as follows:
    Chronology and important dates
    Persons
    Concepts and Ideas
    Events
    Processes

Questions will be divided among chronological periods approximately as follows:

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

In addition, students will be tested on their knowledge of historical geography via about 100 locations selected by the History faculty. 20 to 30 of these items will be on a pretest and tested for later in the semester.

Comparison of pretest and final test scores will provide information regarding the value of our current World History course as a communicator of these basic facts and ideas.

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 (185 students took GEO 201 during 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 Of 2000 the two History faculty responsible for geography will develop a pre and post-test program to assess the impact of Geography 201. Areas to be tested will include:
>   Physical geography
>   Human 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.

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 Assessment
(Using Cumulative Data 1995 through 1999)

I.   Background:

Students have been given a Pretest on the first day of class at the start of each semester for the past 5 years. The questions were posed as a "fill in the blank" instead of multiple choice 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

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15 chapters are covered during a semester.

II.   Data: (Note; Attachments are on file with the assessment Officer)
    Attachment 1 is the data sheet that summarizes the results of both the Pretest and Post Test. Data are available for semesters 961s through 0001s. The results were tabulated for each question and the information displayed shows the percent incorrect plus the five year average for each question

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

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

III.   Graphs:

    Attachment 3 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, 7 graphs depicted an improvement in scores, 15 graphs depicted no change over time, and 9 graphs depicted a worsening of scores over time.

IV.   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	Post Test Percent Correct
31	Overall Number Correct	2.67 questions	10.6 questions
31	Overall	8.61%	34.25%
8	Knowledge	1.32%	21.78%
17	Comprehension	6.42%	34.89%
6	Application	21.87%	49.07%

    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 397% 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 – 1651%
                Comprehension – 543%
                Application – 224%

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

- Acquire the propensity for and ability to engage in higher mental processes such as evaluation 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.

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.

V.   Conclusion

What does need further attention is the material for questions 12, 17, and 29 as on the Post Test, over 90% of the students got these three questions wrong. A secondary priority would go to questions 1, 10, 13, 27, and 30, which indicates that over 80% of the students got these five questions wrong. These questions are knowledge and comprehension based. Five of the eight questions are from the first half of the semester, which deals with the various types of rocks.

As for the trend lines on the graphs, those that depicted a worsening of the scores merits a second look to see what can be done to change the situation. The questions of concern are 4, 15, 18, 19, 24, 25, 26, 27, and 29.

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 1695 Lindenwood students have taken the exam since its inception through December, 1999. Across the state, the exam has been taken by about 76737 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	81%	87%	79%	80%	75%
State	86%	92%	82%	82%	82%

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. 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	60%	82%	65%	57%	53%
State	55%	66%	46%	50%	59%

National Teacher Examination Results (Praxis)

In the five year period from September, 1994 through September, 1999; 375 Lindenwood students took the National Teachers' Examination. Three hundred thirty two (89%) received a passing grade At least 20 of those who failed retook the exam and passed in that same time period.

ACADEMIC SERVICES

Academic Services is dedicated to creating a positive, people-focused culture and operational excellence at Lindenwood University. This division provides services to all student populations, support to the administration, faculty and staff and fosters communications between all academic and student services.

Our goals and assessment are as follows:

Goal: Improvement of academic advising, tutorial assistance, mentoring and other programs created to improve student learning assessment.

1. The quality of academic support is multifaceted. Through the 1999-2000 academic school year 253 students have been required to use the academic support services, a decline from last year's 407. These comprise students put on varying levels of Academic Hold. There are three levels of Academic Hold; Warning, Probation, and Suspension. The decline in numbers suggests that Lindenwood is improving its efforts to help at-risk students. The services offered include:
   - Contacting disability counselors
   - Providing a place and staff to take un-timed tests
   - One-on-one counseling to assess and provide for students' academic needs. Such as

the development of:
- Time Management Skills
- Study Skills
- Note-taking
- Critical-thinking
- Effective communication with instructors
- Test-taking skills
- Overcoming Procrastination
- Accountability assessment
- Weekly tracking of students' academic progress
- Follow-up of students reported as not going to class
- Helping students identify professionals when they are in need of help
- Assigning a mentor for each student
- Notifying instructors when students are not in class
- Helping students prioritize issues that are affecting their academic success
- Assisting students in the art of effective communication
- Working to reduce student's stress level about their ability to achieve in higher education
- Special needs during the commencement procedures

The students using the academic support services are students on academic hold and students receiving a conditional admission. As well, students with disabilities make use of the program.

2. This year we had 1423 (last year: 1215)students on the Dean's List (a term GPA of 3.5 of above)
3. The Athletic Honor Roll consisted of approximately 570 scholar athletes
4. We initiated a "Breakfast Club" program for at risk students. The purpose of this was to help motivate these students to attend classes regularly through requiring them to start their day with a group breakfast. This program involved approximately 50 students throughout the year and had great success.

Goal: Targeted renovation and remodeling of classrooms to improve and environment for learning across campus.

Assessment:
1. The summer of 1998 all rooms in Roemer Hall were renovated and each classroom now has a TV/VCR. This renovation preserved the historic identity of the building while making the classrooms more learner focused.
2. This summer (1999) the completion of Roemer renovation includes taking the floors back to the original wood in all classrooms and adding (5) five computer enhanced (Smart) classrooms. Renovation of Young Hall will include the addition of a computer lab, updates of the Biology labs, minor changes in selected classrooms.

Goal: Refine the international recruitment efforts and support of internationalization of people and programs

Assessment:
1. Current international representation is from 49 (last year: 47)countries and 288 students (last year; 242.).
2. The International Festival, Panamanian night, Chinese Opera and the Irish Conference and highlights of these efforts

Goal: Expand on the customer service orientation by integration of technical advances and further refining mail-in and -mail registrations.

EDUCATION DIVISION
EDUCATION DIVISION
GOALS AND OBJECTIVES

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 which 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 leaders.

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 students 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.

Knowledge of subject mailer 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). As a condition for certification, they must complete successfully the subject area test of the National Teachers Examination/Praxis II.,

Each Teacher Education program includes clinical and field experiences which 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 assigned to an 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 majors, elementary and secondary for K-12, and at a middle school and a high school for secondary students. A helpful portion of the student teaching experience is the September (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.

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. Student work is evaluated by two different professors to insure that the artifacts selected meet the standards. A rubric is used by the faculty members to determine if the students have met the standards. The portfolios provide more authentic, broad-based and holistic ways to demonstrate their growing professional competence.

Grading is the responsibility of the university supervisor with the advice of others who have visited from the college and, in particular, the cooperating teacher.

The program itself is evaluated by the Missouri Department of Elementary and Secondary Education for program-by-program certification. The most recent on-campus visit was in the Spring of 1992. All areas of certification were approved without condition except Physical Education, which had not had graduates as yet.

Any suggestions or feed-back from such on-campus evaluations are, of course, taken seriously by the Lindenwood education faculty.

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, three years, five years. These questionnaires allow the students to evaluate their Lindenwood experience in the light of their post-grad 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 goals of the programs.

Teaching Portfolios

Since the fall of 1999, all pre-service teacher educators have had to 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 with first completing the teaching portfolio and having it graded by a panel of educators. Three 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 believe that this is a major performance assessment tool and it will be judged as such.

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
Fundamental Concepts	Understand the fundamental concepts, principles, and theories of the life sciences
	Understand the fundamental concepts, principles, and theories of the physical sciences

Social Studies

History   Recognize the chronology and significance of major events and
                                        movements in world history

                                        Recognize the chronology and significance of major events and
                                        movements in United States history

Social Sciences   Recognize basic features and concepts of world geography

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

                                        Recognize appropriate investigative and interpretive   procedures in the
                                        social sciences

Between December, 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 1695 Lindenwood students have taken the exam since its inception through December, 1999. Across the state, the exam has been taken by about 76,737 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	81%	87%	79%	80%	75%
State	86%	92%	82%	82%	82%

The passing rates for Lindenwood students are comparable in every case with state rates. All other breakdowns of the scores, comparing Lindenwood with the state rates, by sex, class level, and race, are equally level. Although the state averages on the C-Base are lower this year, concern as to why is still under discussion. Act scores of entering freshmen are higher and C-Base scores are lower. Why? Discussions with Deans and their divisions will continue. 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	60%	82%	65%	57%	53%
State	55%	66%	46%	50%	59%

National Teacher Examination Results (Praxis)

In the five year period from September, 1994 through September, 1999; 375 Lindenwood students took the National Teachers' Examination. Three-hundred and thirty-two (89%) of the 375 received a passing grade At least twenty of those who failed retook the exam and passed in that same time period.

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 individuals have been received of 125 surveys sent to our recent graduates. Analysis of responses revealed the following:

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 winter of 1999 Employers responded to the ten forced-choice questions and one summary question related to the effectiveness of the teacher in the job setting. As of June 26, 98 of the 125 surveys have been returned and others will arrive during the summer. Analysis of responses revealed the following:

Excellent	Above Average	Average	Below Average	Weak
42%	46%	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 College 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 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 1998-1999 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 4 "smart" classrooms for instructional 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 comments in both areas are favorable.

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

1999-2000 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) reveal no unique patterns different from the Division composite. The Division will consider additional assessment tools directed specifically at Physical Education in the future.

Humanities Division

English Program
Emphasis on Literature

I. Goals and Objectives

The primary goal of the English major at Lindenwood College is to produce a literate individual capable of appreciating the beauty and power of the written word. The graduating student should be able to read with understanding, to think critically about literature, to express his or her thoughts clearly and succinctly in either oral or written form, to distinguish the truly valuable from the merely popular. These abilities are, in general, the foundation stones on which any liberal arts education is built. English majors are uniquely well-prepared to accomplish these goals through their growing understanding of the cognitive forces of language, of the cultural assumptions of literature, of the linguistic system and of the body of stories which have shaped our perception of the self, nature, and society. English majors should understand in all its complexity the truth of Shelley's statement that "Poets are the unacknowledged legislators of the world."

Objectives:

English majors will acquire the following skills and information through their course of study at Lindenwood:

1. An ability to write a mechanically correct, stylistically efficient piece of prose

2. An ability to use the library, conduct research, and use that research effectively in composition

3. A general understanding of linguistic structure, primarily of the history and structure of English but also to include the formal study of at least one foreign language

4. A general understanding of literary structure--of poetry, drama, short fiction, the novel, non-fiction prose--and the ability to read critically within these genres

5. A knowledge of the major movements of literary history world-wide as well as in England and America, and of the cultural, aesthetic, intellectual perspectives provided by this study

6. A basic understanding of aesthetic and critical theory and its application to literary studies

English Program
Literature Emphasis Assessment

Students will meet these goals and objectives by

1. completing a course of study, carefully planned in association with a faculty advisor in English, to

include 39-42 credit hours in English, in addition to those required in the General Education program, and 12 credits in one foreign language

The course of study will include

--ENG 101, 102: Composition I and II (General Education)
--ENG 201, 202: World Literature I and II (General Education)
--ENG 305, 306: English Literature through 1900
--ENG 335, 336: American Literature I and II
--either ENG 333 or 334: Shakespeare and English Drama to 1600
    or Shakespeare and English Drama 1600-1642
--ENG 304:   History of the English Language
--ENG 345   Criticism
--an additional 18-21 credit hours in English electives

2. preparing a portfolio of written work including sample papers from each of their major courses, maintained by the English faculty and available for review by the faculty. Periodic review will consider topic selection, paper format, the effectiveness of the students' prose style, their use of research materials, understanding of their subject matter, and critical acumen.

English Program
Writing Major

I. Goals

The Writing Major aims to develop the natural expressive talent of aspiring writers. The majors may study a range of writing modes both creative and professional, from poetry and fiction to journalism and technical writing, emphasizing a particular form of writing if they wish. The study of literature forms the foundation of the major to provide a cultural perspective as well as literary models for the development of critical thinking skills and an appreciation of the power of language. Students will work with published writers in each writing area.

II. Objectives

Writing majors will acquire the following through their studies:

1. An ability to produce effective writing (fiction, poetry, journalism, drama, or technical writing) to suit the student's interests and needs

2. A knowledge of the ethics and responsibilities of a writer in relation to publishing and copyrighting

3. A knowledge of research and documentation

4. A mastery of the range of writing and the processes involved in the development of each mode of writing

5. A level of skills upon graduation which would qualify a student to pursue an MFA degree in writing

Assessment of the Writing Major

Students will meet these goals by:

1. completing a course of study, carefully planned in association with a faculty advisor in English, to include a minimum of 42 hours, made up of seven courses in literature and seven writing courses, in addition to those required in the General Education program, and 12 credits in one foreign language. The course of studies will include

--ENG 101,102: Composition I and II (General Education)
--ENG 201,202: World Literature I and II (General Education)
--ENG 236: American Literature II
--ENG 306: English Literature 1660-1900
--15 credit hours of literature electives

Courses in writing may be selected from the following:

--ENG 211: Writers' Workshop (students may repeat this course with a different instructor each time)
--ENG 302: Advanced Writing and Research
--ENG 341: Contemporary Prose Stylists
--ENG 342: Writing Seminar
--ENG 343: Writing and Publishing for Children
--ENG 344: Technical and Professional Writing
--COM 242: Basic Reporting
--COM 304: Broadcast News writing
--COM 305: Publication, Editing and Production
--COM 307: Writing for the Electronic Media
--COM 340: Magazine Writing
--COM 342: Advanced Reporting

2. preparing a portfolio of written work including sample papers from each of their major courses, maintained by the English faculty and available for review by the faculty. Periodic review will consider topic selection, use of rhetorical or poetic format, understanding of subject material, insight into the subject, the students' effectiveness of language usage, the use of outside references or materials.

English Program Assessment, 1999-2000

I. Procedure and assessment criteria remain unchanged.

II. Assessment

Overview: Five students completed their English degrees this year, four in English literature, and one in secondary English education. One student will finish her degree in English literature by August, 2000. All six students completed all of their coursework at Lindenwood.

Ratings:	Rank	Placement
	6	1
	5	1
	4	2
	3	1
	2	1
	1	0

(Note: both males and females are referred to by he/his

Findings: The student whose portfolio was rated a 6 will be continuing in graduate school in English, although not immediately. His work demonstrates professional potential, insight, discipline, and creativity; it is thorough and consistently has been a pleasure to read. This particular student did very well from his freshman year. His writing

has grown, however, in sophistication and argument over the past four years. The student whose work was rated a 5 is a non-traditional student who thoroughly enjoys the study of English. H1s writing demonstrates a solid grasp of argument and style, and a thorough acquaintance with background material. His work, at times, lacks sophistication, but is always well done. There is a perceptible improvement in his writing style during her years with us. Of the students whose portfolios were rated as fours, one will be continuing in graduate school in English. His work was consistently good and showed a developing sense of voice and critical acumen. Still, his work lacks voice. This particular student tends to write somewhat circular arguments, and has been more concerned with being correct than creative, which is not necessarily a negative trait. We believe with further training, his writing and critical acumen will continue to develop as well. The other student whose work rated a four was well-prepared and thorough in many ways, but his work lacked focus and was frequently tangential and fraught with repetition; however, his knowledge of the material and his ability to synthesize it was strong. The student whose work was rated a three suffered from a desire to finish his degree as quickly as possible. Though he is competent, he frequently took on more than thirty credit hours per semester and therefore lacked the time necessary to read and process complicated material. His work, as a result, was completed in a somewhat hasty fashion and was not carefully proofread, nor was it always documented in the correct MLA fashion. The student rated a two was found guilty of overt and deliberate plagiarism on the last essay submitted, which causes some suspicion regarding the rest of his portfolio. Much of the work in it is sloppy and redundant. He shows some potential, but paid little attention to suggestions regarding first drafts, and frequently has taken the least strenuous path. He will take a literature class at another university this fall; his degree will be posted in August.

The Praxis Examination as an Assessment Tool
For English Majors

One means by which English Education majors (students who earn both a BA in English and certification to teach English at the secondary level) are assessed on a national basis is through use of the Praxis Exam.

During the 1999-2000 academic year, eight English students took the Praxis test. The results of those tests are listed below:

Praxis Exam
1999-2000

Student	score earned	Score required for passage	difference from required score
1	167	158	+9
2	183	158	+25
3	136	158	-22
4	191	158	+22
5	178	158	+20
6	163	158	+5
7	177	158	+19
8	156	158	-2

Results:

Of the eight students who took the Praxis Exam during the 1999-2000 academic calendar year, 75% of the students passed and 25% failed. The average difference between the required score and the earned score was +10.

Discussion:

During the last year, two English professors also took the Praxis test (their scores are not included above.) By taking the exam, these professors can direct improvement of the curriculum offered students thereby helping them

be more prepared to score well on the exam. In addition, a committee has been established among the English faculty members to review the existing curriculum and to add and delete courses.

Goal:

It is the goal of the English faculty that 100% of our students enrolled in the English Education program pass the Praxis exam.

Recommendations: We have continued to work to improve the portfolio system, although the work of some students is still not fully represented. We have achieved with Dr. Weitzel a closer coordination of advising English/Education majors; each student majoring in English and working toward secondary education certification must have an advisor from the English department. We continue to address the mechanical weaknesses in students' work and have planned a course in grammar and the teaching of grammar specifically targeted for this group. We have instituted an exit exam for our students in English 150, and are examining the possibility of instituting such an exam for the students enrolled in English 170. We will meet with each of our majors and review their portfolios a minimum of once per academic year. To become better acquainted earlier on with each of our majors, we recommend that each student who declares an English major must be interviewed by the chairperson of the English department. We will also request that the registrar send a list of English majors to the chairperson of the English department once per academic year.

Foreign Languages

Spanish

Goals and Objectives

The goals of the Spanish language major are to enable students:

   1. to acquire a progressive command of the language skills: aural comprehension, speaking, reading, and writing

   2. to become acquainted with selected literary masterpieces

   3. to develop an awareness of the cultural background of the people of the Spanish language

   4. to master the sound system, forms, and structures of the Spanish language

   5. to promote positive attitudes towards language study and towards other countries and peoples of the world

   6. to pursue advanced studies in the Spanish language

   7. to give students a marketable skill in the process of selecting a career

General program objectives of the Lindenwood College Foreign Language major include the following:

I. Language and Linguistic Skills

The student will demonstrate that he or she has developed language and linguistic skills as follows:

1. the ability to understand lectures and to follow closely various types of standard speech including group conversation, plays, and various media broadcasts

2. the ability to talk with a command of vocabulary and syntax sufficient to express his or her thoughts in a sustained conversation. This implies speech at normal speed with pronunciation and intonation that approximate native speech

3. the ability to read with immediate comprehension both prose and verse of average difficulty and mature content

4. the ability to write essays on a variety of subjects with clarity and correctness in vocabulary, idiom, and syntax

5. an understanding of the differences between the sound systems, forms, and structures of Spanish and of English

II. Culture

The candidate will demonstrate that he or she has an enlightened understanding of the people and their culture, including, but not limited to, the following:

1. Geography, climate, demography

2. History

3. Current events

4. Politics

5. Economics

6. Arts

7. Social customs

8. Recreation and entertainment

III. Literature

The candidate will demonstrate that he or she has

1. knowledge of important literary works of representative authors in his or her field plus general acquaintance with representative authors from various Spanish-speaking countries

2. knowledge of the characteristics of various genres

3. knowledge of historical background of major authors

IV. Language Teaching

The candidate will demonstrate that he or she possesses an understanding of psychological and linguistic theories concerning second language learning as well as of the philosophy and objectives of modern foreign language instruction. He or she will further demonstrate that he or she is proficient in foreign language pedagogy appropriate to the levels of instruction for which he or she is preparing. The pedagogical proficiency shall include, but not be limited to, the following:

1. knowledge of methodologies, past and present, best suited to the teaching of pronunciation, oral comprehension, grammar, conversation, reading, culture, composition, literature

2. The ability to select, adapt, develop materials and activities appropriate to individual students and to different age groups and abilities.

3. The ability to make good use of audio-visual instruction equipment and to develop related teaching materials and resources for such materials

4. Knowledge of language lab supervision and of equipment and materials

5. Ability to evaluate textbooks

6. Ability to evaluate units of instruction and daily lessons

7. Ability to keep records

8. Knowledge of basic principles of evaluation and test construction to evaluate student progress

9. Ability to evaluate professional literature

10. Acquaintance with professional organizations and resources or opportunities for professional growth

11. Knowledge of career opportunities in foreign languages and uses of this information for counseling, student motivation, and curriculum planning

12. Ability to relate Foreign Languages to other areas of study and application of this information to course and curriculum planning

13. Knowledge of the concepts of bilingual education and the common interest of all bilingual educators and Foreign Language teachers

14. Knowledge of techniques of involving local community in language teaching process

V. Pursuit of Advanced Foreign Language Study

The Spanish language major will have acquired sufficient knowledge to successfully acquire a higher degree in some of the following fields:

1. Linguistics

2. History and Culture

3. Literary Genres and Periods

4. Philology

VI. Preparation for Language-Related Career Opportunities

The student majoring in a foreign language will acquire the near-native ability to write, read, and speak in the language studied, and, in conjunction with another major, will be in an advantageous position to obtain employment in the fields of

1. Government foreign service

2. Social work and medicine

3. International business: finance, import/export, production

4. Travel, transportation, and communication

VII. Attitudes

The Spanish language major will

1. value cultural, linguistic, and racial differences

2. be aware of himself or herself in relationship to his or her own culture and of the culture of others

3. appreciate the influence that other cultures, languages, literature, and values have had in the forrmation of his or her own philosophy and life style

4. desire to improve constantly his or her own linguistic skills and understanding of foreign cultures

Spanish Assessment

Since we have had changes in the personnel this year, assessment has been difficult. One of the adjuncts did administer the University of Wisconsin placement exam to her elementary Spanish classes, and the results are as follows:

A score above 60% of correct responses: 3%
A score of 59-50% of correct responses: 7%
A score of 49-40% of correct responses: 7%
A score of 39-30% of correct responses: 50%
A score of 29-20% of correct responses: 32%

Although we are unable to estimate target numbers for correct response percentages, these numbers seem to be very acceptable if the scale is similar to the number of answers we expect for beginning French classes. We did not, however, divide the percentages for the individual sections. Next year we will certainly administer these exams to all elementary and intermediate classes.

Foreign Language
French

Goals and Objectives

The goals of the French language major are to enable students:

1. to acquire a progressive command of the language skills: aural comprehension, speaking, reading, and writing

2. to become acquainted with selected literary masterpieces

3. to develop an awareness of the cultural background of the people of the French language

4. to master the sound system, forms, and structures of the French language

5. to promote positive attitudes towards language study and towards other countries and peoples of the world

6. to pursue advanced studies in the French language

7. to give students a marketable skill in the process of selecting a career

General program objectives of the Lindenwood College foreign language major include the following:

I. Language and Linguistic Skills

The student will demonstrate that he or she has developed language and linguistic skills as follows:

1. the ability to understand lectures and to follow closely various types of standard speech, including group conversation, plays, and various media broadcasts

2. the ability to talk with a command of vocabulary and syntax sufficient to express his or her thoughts in a sustained conversation. This implies speech at normal speed with pronunciation and intonation that approximate native speech

3. the ability to read with immediate comprehension both prose and verse of average difficulty and mature content

4. the ability to write essays on a variety of subjects with clarity and correctness in vocabulary, idiom, and syntax

5. an understanding of the differences between the sound systems, forms, and structures of French and of English

II. Culture

The candidate will demonstrate that he or she has an enlightened understanding of the people and their culture, including, but not limited to, the following:

1. Geography, climate, demography

2. History

3. Current events

4. Politics

5. Economics

6. Arts

7. Social customs

8. Recreation and entertainment

III. Literature

The candidate will demonstrate that he or she has

1. knowledge of important literary works of representative authors in his or her field plus general acquaintance with representative authors from various French-speaking countries

2. knowledge of the characteristics of various genres

3. knowledge of historical background of major authors

IV. Language Teaching

The candidate will demonstrate that he or she possesses an understanding of psychological and linguistic theories concerning second language learning as well as of the philosophy and objectives of modern Foreign Language instruction. He or she will further demonstrate that he or she is proficient in Foreign Language pedagogy appropriate to the levels of instruction for which he or she is preparing. The pedagogical proficiency shall include, but not be limited to, the following:

1. knowledge of methodologies, past and present, best suited to the teaching of pronunciation, oral comprehension, grammar, conversation, reading, culture, composition, literature

2. The ability to select, adapt, develop materials and activities appropriate to individual students and to different age groups and abilities.

3. The ability to make good use of audio-visual instruction equipment and to develop related   teaching materials and resources for such materials

4. Knowledge of language lab-supervision and of equipment and materials

5. Ability to evaluate textbooks

6. Ability to evaluate units of instruction and daily lessons

7. Ability to keep records

8. Knowledge of basic principles of evaluation and test construction to evaluate student progress

9. Ability to evaluate professional literature

10. Acquaintance with professional organizations and resources or opportunities for professional growth

11. Knowledge of career opportunities in foreign languages and uses of this information for counseling, student motivation, and curriculum planning

12. Ability to relate Foreign Languages to other areas of study and application of this information to course and curriculum planning

13. Knowledge of the concepts of bilingual education and the common interest of all bilingual educators and Foreign Language teachers

14. Knowledge of techniques of involving local community in language teaching process

V. Pursuit of Advanced Foreign Language Study

The French language major will have acquired sufficient knowledge to successfully acquire a higher degree in some of the following fields:

1. Linguistics

2. History and Culture

3. Literary Genres and Periods

4. Philology

VI. Preparation for Language-Related Career Opportunities

The student majoring in Foreign Language will acquire the near-native ability to write, read, and speak in the language studied, and, in conjunction with another major, will be in an advantageous position to obtain employment in the fields of

1. Government foreign service

2. Social work and medicine

3. International business: finance, import/export, production

4. Travel, transportation, and communication

VII. Attitudes

The French language major will

1. value cultural, linguistic, and racial differences

2. be aware of himself or herself in relationship to his or her own culture and of the culture of others

3. appreciate the influence that other cultures, languages, literature, and values have hadin the formation of his or her own philosophy and life style

4. desire to improve constantly his or her own linguistic skills and understanding of foreign cultures

1999-2000 Assessment Results

Standardized placement tests from the University of Wisconsin were administered at the end of the spring semester to the Elementary and Intermediate French II classes. These classes fulfill the General Education goals 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. Although we consider these

exams rather difficult and challenging, they work well for assessment purposes since they are totally objective. The exam consists of multiple choice questions in two parts: grammar and reading comprehension. We did not administer the listening portion of the exam because of time restraints and lack of a language lab. Next year we hope to administer this portion when the proposed language lab becomes available. Since we had one less week per semester (15) this year because of the addition of the January term, we changed the number of anticipated correct results accordingly. Results are as follows:

Elementary French

Grammar:

We estimated that the students should score a total of 10 correct responses on the grammar portion of the exam, based on the grammar taught in the first year at Lindenwood, Elementary French 101 and 102. The scores ranged from 26 to 5 correct responses, with the percentages as follows:

a score of 10 or higher: 56%
a score of 9-7   :   29%
a score of 6 and lower: 15%

With 85% of the students scoring at an acceptable level, we are satisfied that the majority of the students are performing at the required proficiency on the grammar portion of the test. We would like to cover more material, but my goal was to insure that adequate time was spent on the difficult grammatical concepts, specifically the *passé composé* and *imparfait* verb tenses.

Reading Comprehension:

This portion of the exam was more difficult to assess since the readings in elementary French are rather short. We estimate that the students should attain a 40% correct response rate according to their reading proficiency and the difficulty of the questions.   The results are as follows:

a score of 40% or higher: 59%
a score of 39%-28%:   33%
a score of 27% or lower: 11%

These scores are markedly improved compared to last year's results, when only 39% scored 40% or higher. The highest score this year was 75%, and we would attribute this improvement to the allocation of more weeks per chapter, in addition to the conditions under which the exam was administered. Last year the students did not have adequate time to take the exam, so this year we gave them two days to take the exam (one class period and after they took the final exam).

Intermediate French

Grammar:

We concluded that the intermediate students should attain a score of 18 correct responses, and the scores were as follows:

a score of 18 or higher: 40%
a score of 17-15:   30%
a score of 14 or lower: 30%

While the majority of students performed very well, this class was extremely difficult to teach because there was a wide range of abilities.   We hope to see a marked improvement next year with the addition of the language lab with more computer-aided exercises for additional practice outside of class.

Reading Comprehension:

We concluded that the students should achieve a score of 60% or higher on the reading comprehension portion. As with the elementary level, this exam should be administered on a separate day. The scores are as follows:

a score of 60% or higher: 70%
a score of 59% or lower: 30%

We are satisfied with these results since they adequately reflect the large amount of class time spent in reading various passages and short stories in intermediate French. The highest score was 81%, a very admirable result for second year French.

Action plan:

Continued implementation of computer-aided instruction for additional exercises on grammar, and the opportunity for review and practice of the language outside of class. Next year all elementary and intermediate language students will be required to spend an additional hour per week in the language lab for supplementary practice, and this should enhance greatly the program. A more precise measurement of performance would be to evaluate each grammatical question as it relates to the level at which it is taught, and then to assess how many students at that level answered the questions correctly. In addition, this year we told the students that the test was for assessment purposes only; thus a few obviously just circled answers, rendering those tests invalid. Next year we will tell them that the exam could affect their grade so that they will take it seriously.

Assessment of majors:

This year two French majors graduated, one with high honors. They both were administered the same placement exam (comprehensive exam), and scored above 95% on all portions of the exam: grammar, reading comprehension and listening. The first is an education major who will complete her student teaching in the fall. Her knowledge of grammar, culture, history and literature is outstanding, as is her oral proficiency. I asked her to take an hour of independent study with me this spring so that she could prepare for the Praxis exam and review all of her French classes. I tested her on the various authors in each century, as well as the major literary genres and movements of French literature. She performed very well. She makes very few grammatical mistakes when writing in French, as her many papers demonstrate. She was offered a graduate research assistantship next year at Saint Louis University, beginning in the spring, and plans to obtain her Master's degree in French before teaching full time. The chair of the department at Saint Louis University offered her this position on the spot when she began speaking to him in French, so I have no doubt regarding her oral proficiency in the language.

The second graduating major also performs extremely well. She still makes a few errors when writing, but she writes very sophisticated papers on literary topics, so these few errors are not a major concern. She excelled at the exam regarding literary genres and movements, and demonstrates an excellent ability to analyze literature. She has also written short stories, plays and poems in French, and for her final paper she wrote a poem that summarizes her French studies here at Lindenwood. She went on the January term trip to Paris, and her oral proficiency has improved remarkably. She has accepted a position to work part time in St. Genevieve to develop their recognition of their French heritage; she will give some elementary classes in French, help organize various functions and festivals, and work on a sister city connection in France.

I am very pleased and proud of the hard work that these two students, along with the other majors and minors, demonstrate. They read extremely complex works in French (Proust, Sartre, Descartes to name only a few) and are able to discuss these works in French, not an easy task by any means. The addition of the MLA research tool at the library will facilitate their research immensely. My goal next year is to administer the exam in the fall in case they need to work on any portions for improvement.

History Program

Goals and Objectives

Goals

The graduate with a major in history should be able

1. to participate knowledgeably in the affairs of the world around him or her

2. to see themselves and their society in the perspective of other times and places and with a mature view of human nature

3. to exhibit sensitivity to human values in their own and other traditions, and, in turn, establish values of their own

4. to appreciate their natural and human environment

5. to respect scientific and technological development and recognize their impact on humankind

6. to understand the connection between history and life

Objectives

The graduate in history should have

1. factual knowledge appropriate to United States, European, and world history.

2. a recognition that there are varying interpretations of the events of history.

3. an ability to define a hypothesis and locate, gather, and present in a well-organized and persuasive manner the evidence and arguments in support of the thesis as well as the principal objections to it

4. a demonstrable understanding of multiple causation in history.

5. a knowledge of the various types of historical work, e.g., political, diplomatic, intellectual, economic, as well as some of the "newer" types, e.g., psychohistory, cliometrics, social history

6. an awareness of the purpose to which historical research and materials can be put in the real world, e.g., promotion of "causes," justification of political actions, violence, or prejudice, promotion of political candidates, as well as the ordinary illumination of the human condition

7. an exposure to a non-western culture in enough depth to give perspective to the values and ideas of that nonwestern culture

Under Objectives 1-7, the program should

1. provide the information and inquiry skills necessary to understand the development of the United States

2. show the place of the United States in relation to the rest of Western civilization

3. recognize those things that are unique about the United States and those characteristics that are common to the entire civilization and the human community in general

4. enumerate the groups of peoples who have populated the United States through the years and the contributions that these various ethnic groups have made to the growth of the American culture

5. give the student enough information and analytic skills that reasonable short-term projections of America's future can be made and the degree of their accuracy checked

6. allow the student to know, at an appropriate college level, something of the major social patterns, religious beliefs, economic ideas, and intellectual assumptions in circulation in the United States through the years of its existence

7. provide information and inquiry skills necessary to understand the development of western civilization

8. provide insights into the interrelationships between western civilization and other world cultures, past and present

9. allow understanding of the unique position in the world of urban, industrial western civilization and the consequences of that position in the future

10. give the student, at an appropriate college level, some knowledge of the major intellectual, religious, economic, and social movements that have animated western culture through the centuries

11. differentiate the characteristics that distinguish the other major world civilizations now in the past extant in the world and the contributions each has made to the development of the human community

12. expose the student, in some depth, to at least one major non-western civilization

History Program Assessment

Assessment of student academic achievement in the History program is accomplished in three ways:

1. Syllabus-Examination 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 will be 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 will focus on the major concepts listed in the Program Goals and Objectives, such as multiple causation, varying interpretations of historical events, and cross-cultural concerns. 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

1999-2000 Assessment Results

Ongoing Syllabus/Examination analysis indicates that:

Comprehensive Student Assessment Program – 1999-2000   49

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 program goals and objectives.

History 400 Assessment

1999-2000 was the fifth year of use of the comprehensive examination. Twelve graduating seniors took the exam in the Fall semester and twelve in the Spring (two of these were 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, 1999

The examination was given on a "pass/fail" basis, with a pass in all questions being required. During the Fall semester eight students passed and four failed. Of those passing, two were asked to repeat at least one of the questions. Of the four who failed, all failed at least one question on the second try. Two of these went on to retake their exams during the Spring semester and passed. Two have not re-enrolled for the examination. Three of those who passed and three of the failing students had not completed the course of study recommended by the history faculty for a degree in history. We are convinced that this anomaly contributed to the high failure rate and the relatively low scores.

As a means to grade individual essays, the following form (or rubric) was introduced in the fall of 1998 and was used as well for the Fall of 1999. The numbers below indicate averages for the 1998-99 students who took History 400 and as well summary averages for the Fall, 1999 students. These averages are included to demonstrate continuity in our assessment program. More complete figures will be provided in the next section, which delineates our revised rubric.

Scale: 1-5; 2 and below not passing

The student answered the questions completely.

Question	1	2	3	4	5	6	Average
Score 1998-99	3.8	3.5	4.2	3.7	4.3	3.5	3.8

The student made appropriate use of correct historical data to support conclusions.

Question	1	2	3	4	5	6	Average
Score 1998-99	3.7	3.5	3.8	3.9	4.4	4.2	3.9

The student demonstrated a command of historical chronology.

Question	1	2	3	4	5	6

Score	1998-99	3.7	3.7	4.3	4.3	4.4	4.3		4.1

The student demonstrated an understanding of causation.

Question	1	2	3	4	5	6		
Score	1998-99	3.7	4.2	4.2	4.3	4	4.3	4.1

The essay was well-organized.

Question	1	2	3	4	5	6		
Score	1998-99	3.8	4	4.3	4	4.4	4	4.1

The essay had a minimum of gross grammatical errors.

Question	1	2	3	4	5	6		
Score		4.5	4.3	4.7	4.3	4.4	4.7	4.5

Averages:	1998-99	3.9	3.9	4.3	4.1	4.3	4.2
	Fall, 1999	3	3	3.6	3	3.1	3.2

Comprehensive Examination – Spring Semester, 2000

After grading the Fall semester examinations, we were convinced that the rubric as used was inadequate, largely because each area of evaluation was weighted the same, even though from the historian's point of view command of the material is more important than the mechanics of grammar. We therefore added a system of multipliers to each category. The 0-5 point scale remains. These multipliers adjust the weights as follows:

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

We anticipate that this revised rubric will provide us with a more substantial basis for comparison of results from semester to semester.

Along with the questions, students were furnished with a copy of the rubric and a comprehensive explanation of the grading criteria and process.

Given the somewhat disappointing results of the Fall Semester exam, all the faculty met together with the ten candidates early in the Spring Semester in order to impress upon them in the strongest terms at our disposal the examination's importance. Post-exam interviews suggest that we may have been a bit too successful in that several students indicated that they were in a state of extreme tension during the three week examination period. In future we intend to mitigate our warnings; and we will also investigate extending the exam period as several students commented that they were fatigued by the third week (which may explain the relatively low scores on the American History questions).

Ten students took the Comprehensive Examination for the first time in the Spring. Each sat for two examinations

per week (given in one two hour period) over a period of three weeks. Five of these passed all six examinations on their first try. Of the others, one had to retake three examinations, one had to retake two, and three had to retake one. (Average scores represent successful essays written by the ten.)

		Average Score/100
Examination I. Ancient World.	All passed	79.1
Examination II. Medieval/Early Modern Europe	One retake	73.1
Examination II. Modern Europe	Two retakes	73.3
Examination IV. West and the World	One retake	74.8
Examination V. Early US	One retake	71.8
Examination VI. Modern US	Three retakes	71.7

General conclusions:

(Note: males and females are referred to as he/his)

The success in question I cannot be explained solely by courses taken as only two students had taken courses devoted to these areas. But students had been encouraged to review, among others, their texts from History 100; these provided the necessary framework and all students were adequately prepared.

The student retaking question II had not had a lecture course in medieval history. In this case the student admitted to being inadequately prepared for the first round. He was also dealing with a major family obligation!

Both students retaking question III were student teaching and had not taken the second half of our European survey. We would expect better results when all students have taken both parts of the European survey.

The student retaking question IV admitted to having had a bad day and was at a loss to explain some of the odd mistakes from his essay (also the case for his failure of question VI). His subsequent performance suggests that the initial results were anomalous.

The student retaking Question V was student teaching and admittedly inadequately prepared. His performance on the second round was above average (also the case for his retake on question VI).

The three retakes necessary for Question VI do not fit the usual pattern from past tests, which showed student success in this area. Two of the failures can be attributed to a "bad day" and inadequate preparation; the third student to fail had not yet covered the material in a class he was currently taking. His second round was 16 points above average!

The 80% average score for organization and the 88% average score for grammar and spelling suggest that our emphasis of these areas in class and elsewhere is continuing to show results. (last years averages were 82 and 90%)

By next year's examinations, most of the examinees will have taken all the courses currently required. (Several of this year's cohort were covered by different requirements.) We would hope for more consistent results at that time.

As well, we will improve the timing of the examinations and will make a concerted effort to better explain our expectations. These changes are a result of student suggestions.

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.   Average

Multiplier -- 5

Question	1	2	3	4	5	6	
Score	3.7	2.9	3.3	3.5	4	3.4	3.5/5

Adjusted Score		18.5	14.5	16.5	17.5	20	17	17.5/20

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	
Score	3.9	3.5	3.6	3.6	3.7	3.6	3.7/5
Adjusted Score	15.6	14	14.4	14.4	14.8	14.4	14.8/16

III. The student demonstrated a command of historical chronology.

Multiplier -- 4

Question	1	2	3	4	5	6	
Score	3.8	3.9	3.7	3.8	3.1	3.7	3.7/5
Adjusted Score	15.2	15.6	14.8	15.2	12.4	14.8	14.8/16

IV. The student demonstrated an understanding of causation.

Multiplier -- 4

Question	1	2	3	4	5	6	
Score	4.2	4.0	3.8	3.9	3.1	3.4	3.7/5
Adjusted Score	16.8	16	15.7	15.6	12.4	13.6	14.8/16

V. The essay was well-organized.

Multiplier -- 2

Question	1	2	3	4	5	6	
Score	4.3	4.2	4.1	3.9	3.8	3.9	4/5
Adjusted Score	8.6	8.4	8.2	7.8	7.6	7.8	8/10

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

Multiplier -- 1

Question	1	2	3	4	5	6	
Score	4.4	4.6	4.2	4.3	4.3	4.6	4.4/5
Adjusted Score	4.4	4.6	4.2	4.3	4.3	4.6	4.4/5
Average Total Score	79.1	73.1	73.3	74.8	71.8	71.7	74.3/100

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 (11 of 12 taking HIS 400 in Spring, for example) 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.

However, only a small number of results were available by June 2000:

Eight scores were reported; of these seven had taken and passed our comprehensive examination. The eighth was an earlier graduate of Lindenwood returning for certification.

Of the seven, five passed. One of the failures was a student who had transferred to Lindenwood late in his career, and who confided that he felt inadequately prepared by her previous college., although he did pass HIS 400. The other was a student notorious for ignoring faculty advice at Lindenwood, although he too had passed HIS 400.

Possible score: 200   Score Required by Missouri: 152   Lindenwood average: 165.4

The ETS Institutional Summary report of 04/09/1999 provided the following profile of 10 of our students who had taken the Praxis examination. As Geography is taught by the History faculty, those results are included. The number of examinee records used to compute the quartiles was 2,688.

Test Category	1st quartile		2nd quartile		3rd quartile		4th quartile (highest)	
History;								
American and World	2	20%	4	40%	3	30%	1	10%
Geography	2	20%	3	30%	5	50%	0	0%

These results indicate that our program does produce students whose competency is demonstrated by national examinations as well as local instruments. The goal is to have a 100% pass rate.

ACTION for 2000-2001

- Evaluation of results from the HIS 100 General Education assessment instrument as a tool for our program as well.
- As a further encouragement of good writing and consistency of format, we will require majors to have a copy of A Pocket Guide to Writing in History by Mary Lynn Rampolla (Bedford Books of St. Martin's Press. 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.
- Some areas of concern from the HIS 400 examinations include:
     The late medieval development of capitalism
     The Reformation period (several students did not mention Calvin)
     Aspects of the Jacksonian era
     Aspects of the post Civil War era
- 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.
- A pilot program for assessment in Geography will begin in the Fall of 2000.
- 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 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.

Philosophy and Religion

GOAL:
Using the critical, rational approach to academic education, to provide students with the opportunity to study, understand, and appreciate the intellectual traditions, rational foundations, moral guidelines, and philosophical views of life and reality developed by the world's major cultures and religions.

OBJECTIVES:
- To develop the student's ability to do rational, critical thinking and analysis in studying various and diverse traditions and viewpoints.
- To develop an appreciation of the diversity of world views, moral systems, and religious beliefs extant in the world.
- To develop a sense of openness to and acceptance of other cultures and traditions very different from one's own.
- 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.
- To expose students to original literature and important historic texts that have influenced the cultures and civilizations of the world.
- To encourage students to respect, preserve, and perpetuate all that is good in each tradition.

IMPLEMENTATION:

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. 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

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 student's 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:
- 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. More research has to be done to develop this area.
- Two pilot studies were implemented to measure these objectives. 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 which is one of the "intellectual tools" needed "to understand human cultures as they have been, as they are, and as they might be." Gaining this basic knowledge of the major religious traditions is a step toward being able to "comprehend and interpret the development of ideas, institutions and values of Western and non-Western societies" (General Education Objective #6).

This first pilot study was done with 33% of the students enrolled in the sections of World Religions to measure success in attaining these objectives. The final examination included sample questions concerning these items of information. On the final exam administered in the designated sections of REL 200 (World Religions) this past academic year, nine multiple-choice questions were identified which asked for information related to particular religions' ideas of the numinous, their founders, and their sacred writings.

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. The results of both studies follow.

> In the first pilot study two of the nine questions asked about names for the Numinous in Western religions (YHWH and Allah). Five questions asked about founders and related concepts (Abraham, Moses, Messiah, Jesus, Muhammad). Two questions asked about sacred writings (Talmud and Qur'an). Sixty-five students took the exam. The average number of correct answers per question for each category, and the percentage of 65, is as follows:
>   ➤ The Numinous: 57.5 (88.5%) (YHWH, 56 correct answers, or 86.2%; Allah, 59, or

90.8%)

> Founders: 55.4 (85.2%) (Abraham, 63, or 96.9%; Moses, 61, or 93.8%; Messiah, 59, or 90.8%; Jesus, 45, or 69.2%; Muhammad, 49, or 75.4%)

> Scriptures: 47 (72.3%) (Talmud, 36, or 55.4%; Qur'an, 58, or 89.2%)

The second pilot study provided a series of essay questions that asked the student to respond to a forced choice situation. In the questions, the student was asked which of the world religions studied would be the one they would chose if they were <u>forced</u> to "convert" to a tradition other than their own. They were then asked to delineate which aspects of the religion they would like and which they would not like and which of the aspects of their own tradition they would miss and which they would just as soon leave behind. The answers to these questions would show whether they had a basic understanding of the various human cultures as they have been and as they are now (Goal #2) and if they could critically analyze and evaluate how those cultures and beliefs would affect their own "culture" and behavior (Objective #3).

> Roughly ninety percent of students (or 112 out of 129) indicated the ability to find something of value in another religion or tradition. Ten students (approximately 8%) indicated that they do not care to know about religious diversity or other ways of thinking. It may not be possible in a semester to change those attitudes.

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

- A shortcoming with both of these pilot studies is that there was no pretest to indicate a quantitative change in the students during the course of the semester of study. For the Fall Semester of 2000, pretests will be administered to each of the sections in question so that there can be a baseline for comparison.

- Course evaluation questions measuring the students' appreciation of the diversity of world-views, moral systems, and religious beliefs extant in the world indicate that almost all of the students express an understanding, if not an acceptance or appreciation of, the many differences. Just over eighty percent (159 of the total 194) of responses on evaluations include phrases such as: "I learned a lot about other religions", "Other religions/tradition make more sense to me because...", or "Now I understand better..." These would seem to indicate an understanding of the diversity of religious traditions and values by most course participants.

- 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.

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.

COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

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 copyrighting 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 basic 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 copyrighting 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 relations hip to the basic structure of gathering and reporting data for institutional and media needs.

    4.   explain the principles and methods of sport 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:

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

formulate and execute an interview and be able to evaluate its effectiveness

recognize the roles, responsibilities, and techniques of news reporting, with particular emphasis on basic news gathering and news writing skills

operate basic video production equipment; produce a basic studio video production; and edit a music video

apply skills in oral and written communication appropriate to a variety of the professional modes and media of

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formal business presentations

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

apply the principles, forms, and techniques of script writing for various electronic media

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

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.

1999-2000 Assessment Results

Some 52 students enrolled in COM 460 (Senior Seminar) during the Fall 1999 semester; however, two stopped attending prior to the end of the semester. Of the 50 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 six "tries" before passing all sections of the exam.

The portfolios of all 42 of the 50 who submitted them were judged adequate.

Eleven students who failed Senior Seminar in the Fall semesters of either 1998 or 1999 enrolled in a Spring semester, 2000, section of COM 460. One stopped attending prior to the end of the semester.

Eight of the remaining 10 passed all sections of the comprehensive exam by the 5th try and those same 8 submitted a portfolio judged adequate.

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.

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Assessment of Student Performance
Spring 2000
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The assessment is based on a consensus of Art Department faculty using performance records. The assessment 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. 205"A"s; 66"B"s; 31"C"; 8 "D"s; 17 "F" s, 4 incomplete grades is the numerical breakdown.

OUT OF 128 ART MAJORS: (Includes Graduate Students)

a.   *95.5%* of all art majors completed (312out of 329) major course work for which they were enrolled in Spring 2000 and demonstrated artistic achievement through class work and enthusiastic, high quality participation in exhibitions.

b.   Of the remaining approximately 4.5 %:

1.   A major source of "F" grades was failure of students to notify the 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 bringing a student back to class for successful completion of course work.

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

3.   Three 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.

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

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ASSESSMENT OF METHODOLOGY TO ACHIEVE ART DEPARTMENT GOALS
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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.

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"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 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 are committed to this concept. We utilize our contacts to attempt to bring in well known, enthusiastic artists who will enrich our students' understanding 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. We continue the sculpture class with a new, young adjunct professor. We were not able to offer the bronze portion, but our new instructor brought a variety of creative approaches to 3-D work. It continues to receive great enthusiasm and results in fine student art. 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.

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 by combining photography with sculpture.

Grade distributions were as follows:

Grade	A	B	C	D	F	Inc.
Totals	205	66	25	8	17	3

Music Program
Bachelor of Music Education

Objectives for Music Performance

Upon completion of the Music Education program, all students will show an understanding of performance techniques, including musical interpretation and technical ability for applicable area(s) of music performance indicated below:

1. Instrumental (orchestral) proficiency: demonstrating ability to play orchestral instruments and teach beginning instrumental students

2. Vocal Music: Use the singing voice effectively and proficiently, including the ability to demonstrate correct vocal principles to future students

3. Piano: Proficient enough to accompany singing, sufficiently prepared to use the piano as a tool for score preparation/analysis, and able to use the piano for classroom presentation and rehearsals

4. Conducting: Must be able to use conducting techniques to rehearse, lead, and effectively give public performances as a conductor

The Music Education student will take applied private music lessons and instrumental technique classes; the student will perform in student recitals, perform jury examinations, perform in music ensembles, and have the opportunity to perform solo recitals. Quantity and credit hours are included in the college and departmental catalogues.

The Music Education major will also take all classes in instrumental techniques, will sing at least two terms in a choral ensemble, will pass a piano proficiency examination in order to receive a music degree, and will study conducting theory and techniques, demonstrating his/her abilities to conduct music ensembles.

Objectives in Music Theory and Music History

Music Education majors will demonstrate:

(Music History)

1. an adequate familiarity with evaluation and analysis of historical styles and musical forms

2. a thorough understanding of repertoire, performance practices, and important musicians and their contributions

3. a practical knowledge of musical developments and chronological evolution of Western European and American art music

(Music Theory)

4. the ability to organize the materials of sound for a variety of functional and artistic purposes

5. an understanding of standard harmonic/melodic practices including contemporary musical practices

The implementation of these objectives will be achieved through prescribed courses in music history and music theory concurrent with courses in applied music and pedagogical techniques.

Objectives in Professional Standards in Education

The Music Education students should demonstrate professional abilities to:

1. express personal philosophies of education and music

2. demonstrate a familiarity with contemporary educational thought and practice

3. be knowledgeable of the function of music within elementary and secondary school music programs

4. apply a broad knowledge of musical repertory and teaching materials pertinent to learning environment for music students

The implementation of these objectives will be achieved through prescribed courses in education, familiarity with resource materials (i.e., professional educational periodicals and important applicable texts), through student teaching situations and observing in schools, and through attending specialized lectures and workshops on teaching.

Objectives for Applicable Personal Qualities

Music Education majors will cultivate and achieve

1. leadership and enthusiasm for music and music experiences, and the ability to engender these qualities in others

2. qualities that will seek out new ideas, new music repertory, and new teaching methods

3. an ability to enhance the life of others through music experiences, being sensitive to incorporate a wide variety of culturally/ethnically diverse musical perspectives

4. a highly cultivated sense of developing constructive interpersonal relationships with students, administrators, parents, and peers.

The implementation of these objectives can be achieved through elementary/secondary school observations, student teaching, assuming leadership opportunities as officers in clubs and/or music ensembles, actively and regularly listening to music both on and off campus, keeping in contact with other music teachers in order to have a forum for discussion and an environment for personal/professional growth.

Music Program
Music Performance

The following materials pertain to the objectives of the Bachelor of Arts Performance Program.

Objectives for Music Performance

Upon completion of the Music Performance program, all students will show an understanding of performance techniques, including musical interpretation and technical ability, for applicable area(s) of music performance indicated below:

a. Instrumental (orchestral) proficiency: demonstrating ability to play orchestral or keyboard instruments and show accurate performance techniques and musical interpretations

b. Vocal Music: use the singing voice effectively and proficiently, including the ability to display correct vocal principles and artistic understanding of vocal music

The Music Performance major will take applied private music lessons and perform jury examinations, perform in music ensembles, and give solo recitals. Quantity and credit hours are include in college and departmental catalogues.

The Music Performance major will also take classes in music history, theory, music ensembles. Music Performance majors will pass a piano proficiency examination and will give a junior and senior recital.

Objectives in Music Theory and Music History

The Music Performance major will demonstrate:

(Music History)

1. an adequate familiarity with evaluation and analysis of historical styles and musical forms

2. a thorough understanding of repertoire, performance practices and important musicians and their contributions

3. a practical knowledge of musical developments and chronological evolution of Western European and American art music

(Music Theory)

4. the ability to organize the materials of sound for a variety of functional and artistic purposes

5. an understanding of standard harmonic/melodic practices, including contemporary musical practices.

Objectives for Applicable Personal Qualities

Music Performance majors will cultivate and achieve:

1. leadership and enthusiasm for music and music experiences, and the ability to demonstrate these qualities to others

2. qualities that will engender the seeking out of new ideas, new music repertory, and new insights into performance techniques

3. an ability to enhance the life of others through music experiences, being sensitive to develop a variety of culturally diverse musical perspectives.

The implementation of these objectives can be achieved through the study of music performance and thorough investigation of accurate performance principles; in assuming leadership roles in and participating in musical/professional organizations; through actively and regularly listening to art music both on and off campus; through keeping in contact with other musicians in order to have a forum for professional discussion and inspiration; through seeking out an environment for personal/professional growth.

THE MUSIC PROGRAM ASSESSMENT -- SPRING 2000

The Music Faculty assesses undergraduate music majors in both course work and musical performance. Successful progress was measured as having a grade C or better. During the Spring Semester 91% or 31 out of 34 Music Majors successfully completed curriculum requirements for which they were enrolled and demonstrated practical application through performances in department concerts, recitals or jury performance examinations.

Of the remaining 9%:

One student will be allowed to complete delinquent Spring Semester, course work assignments during the 2000 Summer Term. If the work is successfully completed during the arranged time frame, then the failing grades issued will be changed to reflect the student's efforts.

One student stopped coming to classes about 4 weeks before the end of the semester. We are still trying to contact her in order to arrange a counseling session with the music faculty and her academic advisor. Her status as a music major will be determined after we hear her explanations for her behavior.

One student showed a severe lack of interest in her studies during her final semester. As a result of her foolish behavior, she failed one of the courses required in the music major. This course will have to be taken again in order for her to graduate. She also failed her senior, prerecital jury examination; however, she corrected the numerous errors in her performance and passed her recital performance.

Grade distribution in course work offered by the Music Department directly related to the degrees Bachelor of Arts in Performance and Bachelor of Science in Education is as follows:

A=42%   B=20%   C=21%   D= %   F=8%

(The students who received a D or F were so graded due to lack of attendance and/or failure to meet deadlines as stated in the syllabus and/or produce work expected.)

SPRING SEMESTER 2000 PERFORMANCE JURY ASSESSMENT

Each of the students enrolled in private instrumental and vocal instruction was required to perform a jury at the end of Spring Semester. Their performance was evaluated and given a numerical score on a scale of 1-5 with 5 being the highest in each of the following areas: Tone Quality, Intonation, Technique, Ensemble, Dynamics, Phrasing, Articulation and Rhythm. Then all of the scores were averaged together to determine their overall level of performance. Also featured in the following 200 Spring Semester Assessment is a comparison between the 1999 Fall Semester and 2000 Spring Semester Jury Scores.

Names have been omitted to protect student confidentiality.

Name	Year	SS	In or V	S&GF99	S&GS2000	+or
	1	1	Voice	N/A	3.5 B	N/A
	2	1	Voice	N/A	3.9 B	N/A
	1	1	Organ	3.85 B	4.0 A	+. 15
	2	2	Sax	3.5 B	4.0 A	+.50
	2	4	Oboe	3.75 B	4.1 A	+.35
	4	7	Violin	2.00 D	2.6 D	+.60
	1	.1	Voice	N/A	4.7 A	N/A
	6	4	Organ	4.5 A	4.75 A	+.25
	4	8	Clarinet	N/A	Sr. Rec.	N/A
	4	7	Organ	3.8 B	4.8 A	+1.0
	3	2	Guitar	3.0 B	4.0 A	+1.0
	2	4	Piano	3~75	4,0 A	+.25
	3	6	Voice	4.3 A	0.0 F	-4.3
	1	1	Violin	N/A	2.9 C	N/A
	1	1	Bassoon	N/A	4.0 A	N/A
	3	6	Organ	5 0 A	4.1 A	-.9
	3	6	Voice	3.2 B	Jr. Rec.	N/A
	1	2	Voice	3.7 B	0.0 F	-3.7
	1	2	Voice	2.8 C	3.0 B	+.2
	1	2	Flute	3.75 B	4.0 A	+.25
	1	2	Organ	4.0 A	5.0 A	+1.0
	1	2	Trombone	4.25 A	4.9 A	+.65
	1	2	Clarinet	2.0 C	2.8 C	+.8

3	4	Voice	3.5 B	3.5 B	N/C
2	4	Organ	4.2 A	4.4 A	+.2
3	6	Voice	4.2 A	3.9 B	-.3
4	8	Voice	4.2 A	Sr. Rec.	N/A
2	4	Voice	4.3 A	4,4 A	+. 1
1	2	Organ	4.0 A	4.4 A	+1.0
2	4	Piano	4.0 A	4.5 A	+.5
3	6	Violin	1.5 F	2.0 D	+.5
2	4	Voice	3.5 B	3,8 B	+.3
1	1	Organ	4.1 A	4.5 A	+.4
1	2	Dbl,Bass	4.5 A	5.0 A	+.5
N/A	N/A	Piano	2.3 C	3.0 B	+.7
N/A	N/A	Organ	4.1 A	4.3 A	+.2
2	4	Voice	3.4 B	3.9 B	+.5

The grade distribution for Spring Semester Performance Jury Examinations is as follows:

A=20 for 59%   B=8 for 23%   C=2 for 6%   D=2 for 6%   F=2 for 6%

Each of the students and private instructors will review the adjudication sheets and make plans to address any areas needing improvement. Therefore, private instruction Fall Semester, 2000 will be directed in relationship to this assessment. Twenty-nine students took jury examinations both Fall 99 and Spring 00 Semesters. The focus and direction of their private lessons was determined in part from the results of the Performance Jury Assessment Examination at the end of Fall Semester, 1999. Of those 29 students 24 or 83% improved their musical performance in assessment juries at the end of Spring Semester 2000. This is another proof that the assessment process is having a positive impact on our students.

OBSERVATIONS ON THE ASSESSMENT PROCESS -- MUSIC PROGRAM

The music faculty continues to find the assessment process to be a useful tool in monitoring the progress of both the individual student and music majors as a group. It continues to be a useful tool for guiding and monitoring private instrumental and vocal study. Specifics in the musical growth of students as revealed by the Assessment Process include the following:

1. All music majors and minors who took private lessons were required to play a performance jury examination both Fall Semester 1999 and Spring Semester, 2000. Eighty Three percent of the students improved their Spring Semester, 2000, Jury Examination Assessment Scores. The improvements and growth of the musical performance of our students can be directly related in some ways to the Performance Jury Assessment Examination Process.

The Noon Hour Recital Requirement was continued Spring Semester, 2000, and was also included in the syllabi of all private instructors. All students enrolled in private lessons were required to both attend 4 Noon Hour Recitals as members of the audience and to perform on an additional two Noon Hour Recitals. The penalty for failing to fulfill either of the two requirements resulted in the private lesson grade being lowered one grade letter per infraction. Recital attendance and participation for both Fall and Spring Semesters was about 87 %. This requirement continues to bolster the overall performance quality of Performance Jury Assessment Examinations with 59% of the performances considered to be in the A level with 88% C level and better. Therefore, the recital requirement will be continued next year.

2. About 68% of the current music majors are involved in either teaching privately or performing professionally outside the Lindenwood campus. This statistic continues to reflect the Assessment process is having a positive impact on our students.

3. As a result of information gathering tools administered to students to students to determine their familiarity with the great masterpieces of musical art, the music history format was adapted to address deficiencies in this area. 32 major symphonic compositions encompassing the works of Beethoven and other composers throughout the

Romantic Era and Early 20th Century were chosen for the students to study and aurally identify.

4. Beginning Fall Semester 2000 all new students majoring in music will be given a test, This test is designed to measure the depth of the student's overall musical knowledge dealing with subject matter which the music faculty consider fundamental in order to be a viable and effective music educator and/or performer. The same test will be administered to the student during the semester in which they take advanced conducting. Then the two tests will be compared. This test will become an additional assessment tool.

Two recital evaluation forms (undergraduate and graduate) are provided here with names omitted.

SENIOR RECITAL EVALUATION FORM -- MUSIC PROGRAM (UNDERGRADUATE)

1. Student Name

2. Major and Emphasis

Music Education, Instrumental Emphasis Major Instrument -- Clarinet

3. Recital Parameters

a. The length of time of all combined musical selections will add up to a minimum of 30 minutes.

b. Compositions for the recital program will be chosen from a minimum of three contrasting eras in music history.

c. A minimum of three compositions will be accompanied with either piano or small ensemble with the exception of piano, organ or guitar recitals.

d. The recital will be evaluated by faculty members on the student's ability to: 1. produce a characteristic tone on the instrument with accurate intonation 2. perform with accurate rhythm, technique and articulation
3. perform in ensemble with the accompanying instrument (s)

ASSESSMENT
a. The length of the recital was 45 minutes
b. The compositions on the program included the following eras in music history: Classical, Romantic and Early 20th Century.
c. The student played with a dark, resonant and characteristic tone with accurate intonation
d. The student performed with accurate rhythm, technique and articulation
e. The ensemble performance between the soloist and accompanying instruments was accurate and effective.
f. It was the unanimous decision of the Music Faculty to pass the student on his outstanding performance.

GRADUATE RECITAL EVALUATION FORM -- MASTERS OF ARTS IN EDUCATION (SELF PRESCRIBED COURSE)

1. Student Name

2. Major and Emphasis

Education/Conducting/Piano Performance

3. Recital Parameters

a. The length of time of all combined musical selections will add up to a minimum of one hour and 15 minutes.

b, Compositions for the recital program will be chosen from a minimum of three contrasting eras in music history.

c. The student will perform on the piano and conduct a wind ensemble performance of Antonin Dvorak's Serenade for Winds.

d. The recital will be evaluated by faculty members on the student's ability to:
1. produce a characteristic tone on the instrument with accurate inflection
2. perform with accurate rhythm, technique and articulation
3. conduct with accurate tempi, dynamic indications and expressive nuance

ASSESSMENT

a. The length of the recital was an hour and fifteen minutes
b. The compositions on the program included the following eras in music history: Classical, Romantic and Early 20th Century.
c. The student played musically and with expression
d. The student performed with accurate rhythm, technique and articulation
e. The student conducted with control of dynamics, tempi and expression.
f. It was the unanimous decision of the Music Faculty to pass the student on his outstanding performance

THEATRE

Theatre Major

Purpose of Major

The Theatre major at Lindenwood College consists of a carefully planned pattern of courses and experiences designed to produce a strong academic background and competencies necessary for the student to either continue more intensive study in a graduate program and/or enter the marketplace of the professional theatre.

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

The curriculum of the Theatre major requires that students successfully complete the General Education requirements establishing by the College in addition to the following courses as their core curriculum:

Hours	Course Number and Title
3	TA 100 (Theatre practicum) and/or TA 102 (Performance practicum)
3	TA 101 Acting I
3	TA 111 Introduction to Technical Theatre I

3   TA 112   Introduction to Technical Theatre II

3   TA 206   Script Analysis

3   TA 216   Stage Makeup

3   TA 271   History of Performing Arts I

3   TA 272   History of Performing Arts II

The remainder of the major hours is dependent upon the individual student's area of interest. At Lindenwood, Theatre majors are required to specialize in either an Acting/Directing emphasis or a Design/Technical Theatre emphasis.

Below are the major requirements for those students who opt for an emphasis in Acting/Directing:

Hours   Course Number and Title

3   TA 201   Acting II

3   TA 105   Stage Movement
     or TA 140   Introduction to Dance

3   TA 204   Stage Voice

3   TA 306   Directing I

3   Dramatic Literature (chosen from advanced
     level Theatre or English courses)

3   Acting Studio selected from TA 301, 302,
     401, 402

3   Theatre electives

Below are the major requirements for those students who select the Design/Technical Theatre emphasis:

3   Art 106   Introduction to Design or
     Art 108 Color Theory and Design
     or Art 230 Introduction to Drawing

3   TA 306   Directing I

3   Dramatic Literature (chosen from advanced
     level Theatre or English courses

3   Design Studio to be selected from Set Design
     (TA 307, 407),
     Lighting Design (TA 308, 408) or
     Costume Design (TA 309, 409)

3   Theatre Electives

Performance facilities include the 400-seat Mainstage Jelkyl Theatre and the 100-seat Downstage Theatre. Curricular and production facilities include scenic and costume shops and a dance studio.

General Goals:

1. To instill in students an understanding of the historical significance of Theatre as a social and cultural institution

2. To allow students to understand, and have experience in, thinking about how theatre confronts moral and ethical problems and proposes solutions

3. To have students develop a keen appreciation and understanding of the work of each Theatre artist

4. To instill in the students a true appreciation of Theatre as an art form

5. To have students develop an individual aesthetic theory regarding the nature, function, and purpose of theatre.

General Objectives:

1. To have students demonstrate an understanding of the various parts of a play script and how these elements work together to form a cohesive artistic expression

2. To have students gain skill in critical reading, analytical thinking, and clear written and verbal expression

3. To have students effectively communicate in the areas of acting, directing, and design

4. To have students demonstrate a comprehension that Theatre is a practical, intellectual, and aesthetic process based on inquiry and interpretation.

5. To encourage students to develop powers of analytical thinking based on comprehension of Theatre history and dramatic literature

6. To have students articulate an understanding of contemporary theatrical experience through investigation of the theatre's origins and development.

Theatre

Performing Arts

The Performing Arts major at Lindenwood is composed of the program in Music and the program in Theatre, including Dance. Recognizing the similarities in talent, personal expression, and cultural heritage of these arts, the program works closely in developing curricular materials and integrated performances such as musical theatre production, recitals, and dance concerts.

The curriculum of the Performing Arts major requires that students successfully complete the General Education requirements established by the College, in addition to the following courses as their core requirements:

MUS 100	Fundamentals of Music
MUS 104, 204, 304, 404	Applied Voice or Instrument (9)
TA 100	Acting I
TA 206	Script Analysis (3)

DAN 140	Introduction to Dance I (3)
TA 271	History of Performing Arts I (3)
TA 272	History of Performing Arts II (3)
DAN 350	Theory and Composition of Dance (3)
TA 301, 302, 401, 402	Acting Studio (6)
DAN 105, 141, 205,m 240, 241, 340, 440	Dance Studio (6)
TA 102 or DAN 102	Performance Practicum (6)

The remaining 30 hours are made up of program electives and are chosen in consultation with the student's advisor. The student may elect to continue an equal balance of the three disciplines or concentrate up to twenty-one hours in a single discipline.

General Goals

1. To provide students with the opportunity of sampling all three areas of the performing arts through an interdisciplinary program of study

2. To allow students ample performance experience to supplement the theoretical foundations supplied in the classroom.

3. To instruct students on the professional details in the in the Performing Arts from a practical perspective.

4. To have students develop individual aesthetic theories regarding the nature, function, and purpose of the performing arts.

5. To instill in students the necessity of discipline in all artistic endeavors

General Objectives

1. To have students demonstrate a conceptualization of the imperatives of clear performer/audience communication

2. To have students articulate the necessity of critical reading, analytical thinking, and clear written and verbal expression

3. To have students develop an understanding of the interrelationships of the disciplines of theatre, music, and dance.

4 To give students the tools required to begin a career search in the Performing Arts through Resume development as well as auditioning skills and interview strategies.

5. To articulate an understanding of contemporary performance experience through investigation of the development and origins of the Performing Arts within a cultural/ sociological framework.

6. To have students demonstrate a comprehension that the Performing Arts involve a process that is practical, cerebral, and artistic and is based on intellectual inquiry and analysis.

Bachelor of Arts in Theatre
Secondary Education Certification

The Theatre faculty recognizes that the primary objectives of Theatre/Speech teachers, grades 7-12, are to instill in secondary school students an understanding, appreciation, and utilization of both the intellectual and creative aspects of drama and speech for (1) the clear communication of ideas and feelings, (2) the understanding of significant

societal and cultural issues of the past and their effects on the present, (3) the interpretation and analysis of dramatic works for the purpose of making connections in the development of cultural and emotional heritage, (4) the promotion of practical creative experience. By organizing curriculum content and methodologies for the Theatre and Speech disciplines, the curriculum at Lindenwood College offers prospective educators the descriptive information, critical thinking skills, and practical performance experience they will need to assist their future students in becoming aware of the significance of artistic expression.

The curriculum of the Speech and Theatre certification program requires that students successfully complete the general education requirements established by the college and the education courses established by the state of Missouri, in addition to the following courses as their area of specialization:

TA 100 or TA 102	Theatre Practicum or Performance Practicum (3)
TA 101	Acting I (3)
TA 111	Introduction to Technical Theatre I (3)
TA 112	Introduction to Technical Theatre II (3)
TA 201	Acting II (3)
TA 204	Stage Voice (3)
TA 206	Script Analysis (3)
TA 271	History of the Performing Arts I (3)
TA 272	History of the Performing Arts II (3)
TA 306	Directing I (3)
	Studio classes from Acting, Directing, or Design (3)
COM 110	Fundamentals of Oral Communication (3)
COM 315	Argumentation and Debate (3)
COM 320	Communicating with Organizations (3)

General Goals:

1. To instill in students an understanding of the historical significance of theatre as a social and cultural institution

2. To understand how the various parts of a play script work together to form a cohesive artistic expression

3. To have students gain skill in critical thinking, reading, analytical thinking, and clear written and verbal expression

4. To have students effectively demonstrate communication skills and execution in the areas of acting, directing, design, and construction

5. To have students gain effective communication skills in dealing with others

General Objectives:

1. Students will demonstrate an understanding that theatre is a practical, intellectual, and artistic process based on inquiry and interpretation.

2. Students will be able to develop an aesthetic theory of their own regarding the nature, function, and purpose of theatre.

3. Students will be able to utilize analytical reasoning based on comprehension of theatrical history and dramatic literature.

4. Students will be able to analyze and understand contemporary theatrical experience by investigation of origins and developments.

5. Students will demonstrate organizational ability in the presentation of formal speeches and in participation in formal debates.

Master of Arts in Theatre

The Theatre program at Lindenwood University offers the Master of Arts degree in Theatre, a general theory program particularly applicable to public school and junior college teachers as well as those students who plan on attaining a terminal academic degree. The Master of Arts program exists within the framework of the conventional programs at Lindenwood while allowing flexibility to meet the schedules of those students who are working professionals in the field of education.

Candidates for the Master of Arts degree at Lindenwood must pass comprehensive examinations in five areas of theatre specialization. Students will take examinations in the areas of theatre history, theatre literature, and directing theory. Students may select the other two examinations from the following: acting, technical theatre, design, or script analysis. This series of examinations must be passed prior to a student's completion of one-half of the curricular graduation requirements.

Each year, students will participate in an evaluation of all program faculty members.

The Master of Arts program consists of the successful completion of thirty graduate semester hours and can be completed in three full-time semesters. Students are required to take fifteen hours of prescribed study which include:

TA 501	Graduate Acting Studio (3)
TA 511	Graduate Directing Studio (3)
TA 525	Research Methods in Theatre (3)
TA 530/531	History of the Theatre I, II (3)
TA 536	Survey of Dramatic Literature (3) Other options for this requirement include TA 533, 534, 535, 538, 539)

The additional fifteen hours are developed in consultation with a graduate advisor and constitute a specialization in a theatre-related discipline. A thesis is not required, but students may opt to fulfill a six-hour thesis project.

General Goals:

1. To provide students with a theory-based curriculum of study in order to enhance their current job performance as public school or junior college educators or to prepare them for admission into a Ph.D. program

2. To supplement this theory-based curriculum with practical experience in both Mainstage and Downstage productions

3. To instill in students the awareness of life-long learning as a major component of successful teaching

4. To provide students with a basis by which to problem-solve both analytically and creatively.

5. To have students gain skills in critical reading, analytical thinking, and clear written and verbal expression.

General Objectives:

1. Students will articulate and demonstrate the acting techniques of Constantin Stanislavski and explain the manner in which an actor utilizes his or her own life to recreate emotional experiences

2. Students will apply theories of directing to various kinds of dramatic works through the presentation of short plays in the downstage theatre.

3. Students will be able to analyze and discuss theatre-related issues in an accepted academic format

4. Students will articulate the influences of specific periods of theatre history to the contemporary theatre through study of playwrights, social conditions, and theatre architecture from the Greek to the anti-realistic periods

5. Students will be able to articulate the contribution of the playwrights of each major period of theatre history through analytical reading of representative works

6. Students will develop a personal insight into the nature and function of theatre and develop a personal aesthetic point of view through specialization in a theatre-related discipline

Master of Fine Arts in Theatre

The Theatre program at Lindenwood University offers the Master of Fine Arts degree which is a terminal, performance-oriented degree with specific emphasis in one of the following areas: acting, directing, design/technical theatre. All offerings in the department exist within the framework of the conventional programs at Lindenwood.

For admission into the MFA program, students are required to audition, submit a portfolio, or participate in an interview, depending upon their career emphasis.

MFA candidates are expected actively to participate in departmental productions. Students selecting an acting emphasis are required to audition for each production; those who select a directing emphasis are required to direct a minimum of one production per year in either the Downstage of Mainstage seasons; students who opt for a technical theatre/design emphasis must design a minimum of one production a year in either the Downstage of Mainstage season.

Candidates for the MFA must pass comprehensive examinations in five areas of theatre specialization. All MFA students take exams in the areas of theatre history, theatre literature, and directing theory. Students may select the other two examination areas from the following: acting, technical theatre/design, or script analysis. This series of examinations must be passed prior to the student's completion of one-half of the curricular graduation requirements.

Each year, students must participate in an evaluation of all program faculty members.

The MFA program consists of the successful completion of sixty hours of graduate course work. The student is required to have a specialization in one of the following: acting, directing, design/technical theatre. With this requirement, students are expected to complete at least eighteen hours in this specialization which culminates in a creative thesis. The student is also expected to fulfill a three-to-nine hour internship in a professional theatre. The prescribed curricular requirements for all MFA candidates are these:

TA 525	Research Methods in Theatre (3)
TA 530	History of the Theatre I (3)
TA 531	History of the Theatre II (3)
TA 536	Survey of Dramatic Literature (3) (Requirement can also be fulfilled by taking one of the following: TA 531, 534, 535, 538, 539)
TA 565	Professional Internship (3-9)
	Specialty Emphasis (18)
TA 600	Thesis

The remaining fifteen to twenty-one hours (depending on number of hours awarded for internship credit) are fulfilled through elective course work, devised in consultation with a graduate advisor.

General Goals:

1. To provide students with a substantial training/performance experience to effectively apply theoretically-based course work

2. To provide students with the tools and skills needed to seek employment in educational or professional theatre or a related area

3. To provide students with the opportunity to familiarize themselves with a variety of skills and techniques in order to individualize their contributions to a production

4. To help students make professional contacts through internship requirements

5. To have students expand their capacity for creative thinking and develop these intellectual concepts through practical application, stressing the value of clear written and verbal communication

General Objectives:

1. Effectively demonstrate clear written and verbal communication skills in one of the following areas: acting, directing, design

2. Articulate the influence of specific periods of theatre history to the contemporary theatre through study of playwrights, social conditions, and theatre architecture from the Greeks to the present

3. Demonstrate a knowledge of the contributions of major playwrights from each of the major eras of theatre history through analytical readings of representative literary works

4. Analyze and discuss theatre-related issues and write about them in acceptable academic terms

5. Develop professional contacts through internship requirements

6. Discuss the personal growth achieved in the culmination of the thesis project

Assessment in Theatre Programs

In all the programs in the Theatre Department, assessment is based on the translation of classroom theory into the practical world of the theatre. All students in theatre are required to take part in the Mainstage and Downstage productions. Whether in acting, design/costume, or technical theatre, all students must take part in the various aspects of production. It is during this practicum that the success of the program is measured. Student actors, designers, technical directors, and the like are required to demonstrate their proficiency in the context of preparation for actual productions and the staging of these productions. Defects in theoretical preparation soon make themselves obvious in this preparation and presentation aspect of the theatre program.

Final Assessment for Bachelor of Arts in Theatre Students:

All graduating seniors will prepare a final project for public presentation, the nature of which is dependent upon the area of emphasis the student has selected. Listed below are three categories of emphases and the assigned project:

ACTING EMPHASIS: The student will portray a major role in either a Mainstage of Downstage production. Written work includes an in-depth character analysis and a journal detailing the rehearsal process. In addition, the student will also submit a

brief paper describing personal strengths and weaknesses discovered during the rehearsal/performance period.

DIRECTING EMPHASIS: The student will direct either a one-act or full-length play in the Downstage Theatre. A production book, including blocking notation, ground-plan, as well as an in-depth script analysis will be submitted. A journal detailing the rehearsal process is also required. A self-evaluation or personal strengths and weaknesses discovered during the rehearsal period must also accompany the above material.

DESIGN EMPHASIS: The student will perform one of the following artistic responsibilities for either a Mainstage or Downstage production: Scenic Designer, Costume Designer, Lighting Designer. Documentation includes relevant supporting materials as well as a journal describing the student's contributions to production meetings and technical rehearsals. A self-evaluation of personal strengths and weaknesses must also be submitted.

In addition to these projects, the graduating senior is expected to maintain a grade of C or better in all major course work.

Assessment for Graduate Students:M.A. Degree Program

Candidates for the M.A. degree have two options for a final project:

Comprehensive examinations in the areas of acting, directing, script analysis, theatre history, and technical theatre.

A creative project in either acting, directing, or design. The student will turn in material documenting the artistic process including a journal and a paper of self-evaluation.

M.A. candidates are expected to carry a grade of B or better in all course work.

M.F.A. Degree Program

All M.F.A. students are required to complete six hours of thesis that is both creative and academic in nature. Students will perform as an actor, director, or designer for a Mainstage production and must document the steps of the creative process with particular emphasis on implementation and historical, biographical, and dramaturgical research.

All M.F.A. candidates are expected to carry a grade or B or better in all course work.

Theatre Program Assessment

The Theatre Faculty assesses the undergraduate and graduate majors in both course work and production work. Successful progress was measured as having a grade of C or better in major coursework During the Spring semester 82% 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.

Of the remaining 18 %

4 students failed to maintain satisfactory academic progress but did contribute to productions. (Of

these students 1 has transferred, 2 will be graduating in the summer. The remaining student will be ineligible to participate during the first half of the fall semester. At midterm, when grades are reported, the student may be eligible)

16 students passed course work but did not make contributions to department productions. (Of this number 1 students was working professionally in the field; 7 students are professional educators who utilize their academic training in their jobs; 1 has graduated and has participated in the past, the remaining 7 will be advised to become more actively involved in the application aspects of their education)

3 students failed coursework and did not participate in production. One of these students had family/medical problems; the other two will be advised to take a serious look at their academic work and their contributions to the production program

In addition, 33 % of all theatre majors secured professional employment in the field during the over the summer. 2 graduating seniors attained professional employment prior to commencement. 2 will be utilizing what they learned at Lindenwood in their field as professional educators.

Grade distribution in the coursework offered by the department is as follows:

A=64%   B= 20%   C=10%   D=I%   F=5%

(The students who received a D or F were so graded due shoddy attendance and/or failure to meet deadlines as expressly stated in the syllabus).

In the future, when one faculty member recognizes an academic problem with a student, all members of the department will meet with the student at the same time to identify what problems the student is experiencing and work together with the student to solve these problems.

Two undergraduate evaluations have been included with names deleted:

UNDERGRADUATE STUDENT EVALUATION FORM
THEATRE PROGRAM

STUDENT NAME

DEGREE/MAJOR

Bachelor of Arts in Theatre/ Emphasis: Performance

NATURE OF PROJECT

Student directed Harold Pinter's *Betrayal* for Lindenwood's Downstage Season

EVALUATION CRITERIA

a, Detailed script analysis.

b. Production book with detailed blocking notation.

c. Rehearsal journal

d, Groundplan of set.

e. Written self-evaluation as to the strengths and weaknesses

ASSESSMENT

    a. The student has always been outstanding and communicates well.

    b. Due to the complexity of the play (which is not in sequential form), he had to utilize various rehearsal techniques to help the actors understand the structure of the play.

    c. Faculty observed rehearsals and evaluated the production,

    d. The Director of Theatre communicated on a daily basis with Richard in regards to the progress of rehearsals.

    e. Student's written and verbal communication skills have improved since he began attending Lindenwood.

UNDERGRADUATE STUDENT EVALUATION FORM
THEATRE PROGRAM

STUDENT NAME

DEGREE/MAJOR

    Bachelor of Arts in Theatre/ Emphasis: Performance

NATURE OF PROJECT

    Student appeared in the Downstage production *of Fool For Love*

EVALUATION CRITERIA

    Written criteria included an in-depth character analysis of the role, which reflected what she learned in the acting sequence as well as in script analysis and directing

    The Theatre faculty discussed her performance in terms of conviction, breadth, and clarity,

    The student was expected to attend all rehearsals, conduct herself in a professional manner and to perform each evening of the production.

ASSESSMENT:

    Student's written work has improved since her freshman year. This was reflected in the character analysis.

    The character analysis reflected growth on the student's powers of critical thinking.

    Videotapes of the student's previous performance experiences showed improvement in the areas of characterization, voice, movement, and professional behavior from her freshman to her senior years.

DANCE PROGRAM
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, 7 310), as well as demonstrations of technical skills (DAN 101, 210, 220, 301, 304, 320, &401) and creativity (DAN 309 & 310). Courses which have a large component of factual content are also evaluated through written examinations (DAN 110 & 370).

The grades listed below are based on class work and participation in a dance performance series. A total of 72 grades were given. The numerical breakdown is 63 A's, 3 B's, 5 C's, and1 F.

Of 22 dance majors

All dance majors but 1 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 Fall '99 Showcase Concert showed greatly increased artistry and professionalism in performance demeanor. The Mid America dance Company residency contributed greatly to this growth. The Lion Line has had its greatest season ever, attaining an 8th place National College Dance Championship in January, 2000.

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. In all but 1 case, they were able to pass with at least a C.

Assessment of Dance program Pedagogical Methodologies

On completing the third year of our major, the dance program faculty are pleased with the continuing progress and enthusiasm shown by our students. We meet frequently during the semester to evaluate our approaches and assess student progress. We are endeavoring 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
Totals	63	3	6	0	1

The Sciences Division

The Sciences Division
Chemistry Major

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.

Chemistry 100 (General Education)
Concepts of Chemistry
1999-2000
Instructor: Sue Saum

Four unit exams and a comprehensive final were administered. The students performed 12 laboratory experiments. The overall average on the final exams was 68% with 56 of the 93 students receiving a grade of C or better(60%). This is compiled from four sections of the course.

Overall the students were successful in meeting the objectives. Most students had success with the basic chemical concepts such as atomic structure and chemical bonding. Exam scores indicate there are still difficulties in the areas of inorganic nomenclature and stoichiometric calculations. Laboratory reports were collected for each experiment and an overall class average of 84% was tabulated. Students developed their laboratory techniques and many were successful on the required calculations. Unfortunately, in the laboratory setting, it is easy for some students to rely too heavily on their partners for help. We again need to encourage students to be an active participant.

CHM 151 and 152 (General Education)
General Chemistry I and II
1999-2000
Instructor: Kit Mao

A course designed as the first course for Chemistry, Biology, and health science majors, was offered in the past academic year. It is also a course satisfying the general education requirements. There were 3 hour exams, a comprehensive make-up exam, and a comprehensive final exam. There were 10 laboratory experiments in each semester constituting ~17% of the course grade. The final exam average in CHM 151 was 56%. 35 students out of 46 enrolled received a grade of C or better. The final exam average in CHM 152 was 57%. 23 students out of 29 enrolled received a grade of C or better.

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

CHM 161 and 162
General Chemistry Problem Solving
1999-2000
Instructor: Kit Mao

A discussion/tutorial course designed to help students with the homework assignments in general chemistry was offered in the past academic year. There were weekly short quizzes but no final exam. The average of the 12 quizzes in CHM 161 was 71%. 32 students out of 44 enrolled received a grade of C or better. The average of the 12 quizzes in CHM 162 was 72%. 23 students out of 27 enrolled received a grade of C or better.

CHM351
Analytical Chemistry
1999-2000
Instructor: Sue Saum

Four unit exams and a comprehensive final exam were administered. The students performed 6 laboratory experiments. The average on the final exam was 84% and 8 of 8 students received a grade of C or better (100%). The students seemed to have a reasonable understanding of the lecture material. More time needs to be spent on laboratory techniques and developing a sense of which measurements are critical.

CHM352
Instrumental Analysis
1999-2000
Instructor: Sue Saum

Three unit exams and a comprehensive final were administered. The students performed 8 laboratory experiments.
The average on the final exam was 75% with 4 of 5 students receiving a grade of C or better (80%).
The students greatest difficulty was in spectral interpretation. More examples and practice problems will be given in the future. Overall the students lab skills seemed to improve over the semester. Some students still needed to develop more independence while working in the lab.

CHM361
Organic Chemistry I
1999-2000
Instuctor: Sue Saum

Four unit exams and a comprehensive final exam were administered. The students performed 9 laboratory experiments and turned in four unit homework sets. The average on the final exam was 50% and 13 of 15 students received a grade of C or better (87%).
Overall the students were successful in meeting the course objectives. The students increased there ability to understand the one step reactions over the course of the semester. There was difficulty in putting two or three reactions together in sequence. More time will be spent on these types of problems in the future. The students did well in the lab portion of the course and this seemed to add to their understanding of some of the reactions.

CHM362
Organic Chemistry II
1999-2000
Instructor: Sue Saum

Four unit exams and a comprehensive final exam were administered. The students performed 9 laboratory experiments and turned in four unit homework sets. The average on the final exam was 57% and 12 of 12 students received a grade of C or better (100%).
The students seemed to have a better understanding of how to study for the exams. They still had difficulty with multiple step sequences. The other area of difficulty was spectroscopy. In the future more practice problems will be assigned and reviewed.

PHY 101 (General Education)
World of Physics
1999-2000
Instructor: Kit Mao

This course is tailored to the January Term and intended for students who have never exposed to the world of physics. It is also a course satisfying the general education requirements. The important topics in physics such as mechanics, electricity and magnetism were covered briefly through a combination of lectures and demonstrations. Six pop quizzes, two hour exams and a comprehensive final exam were administered. 6 students enrolled in this course. The final exam average of this class was 63% and all six students had "C" or better grade in the course. Students were encouraged to try some of the classroom demonstrations and they were excited to see how physics correlates with their daily lives. The science majors were glad to have a conceptual physics course to prepare them before taking the General Physics or Introductory Physics course, the non-science majors enjoyed the opportunities of learning some basic principles of physics.

PHY 151 and 152 (General Education)
Introductory Physics

An algebra and trigonometry based physics course designed for science majors. It is also a course satisfying the general education requirements. The enrollment in PHY151 was 14 and in PHY152 was 10. There were 3 hour exams, 6 short quizzes, a comprehensive make-up exam, and a comprehensive final exam. In addition, there were 12 laboratory experiments in each semester constituting ~14% of the course grade. The final exam average in PHY 151 was 53%. 10 students out of 14 enrolled received a grade of C or better. The final exam average in PHY 152 was 57%. 10 students out of 10 enrolled received a grade of C or better.

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

Computer Science Program

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 1999

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 1999*.

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	1	5	5	1	1	0	13
CSC 101.21	8	3	1	2	2	0	16
CSC 102.21	1	2	1	0	0	1	5
CSC 301.11	2	5	8	0	2	0	17
CSC 304.21	2	3	5	0	0	0	10
CSC 408.11	9	4	2	1	0	0	16
TOTALS:	**23**	**22**	**22**	**4**	**5**	**1**	**77**

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

29.9% at the A level
28.6% at the B level
28.6% at the C level
5.2% at the D level
6.5% at the F level
1.2% Other (withdrew)

NOTE: 87.1% of students received A, B, or C in all the above classes.

**COMPUTER SCIENCE PROGRAM
ASSESSMENT OF COMPUTER SCIENCE MAJORS
FOR SPRING 2000**

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documentation, software testing, and quality of design.

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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	0	3	3	4	5		15
CSC 102.11	3	2	5	2	3		15
CSC 303.21	3	2	2	0	1		8
CSC 305.11	1	3	3	2	0		9
CSC 405.11	6	3	3	1	0		13
CSC 406.21	5	3	3	0	1	1	13
TOTALS:	18	16	19	9	10	1	73

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

24.7% at the A level
22.0% at the B level
26.1% at the C level
12.4% at the D level
13.7% at the F level
0.1% Other (incomplete)

NOTE 1: 64.4% 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 Program

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.

Mathematics Program Assessment

General Education Mathematics Assessment;

This information may be found under the general Education Program

Mathematics Program Assessment

1999 Fall Semester

The mathematics department enumerated program goals and objectives. For each course we constructed a syllabus which outlined specific course objectives. A comprehensive final exam was given in each of our classes to measure the student attainment of those objectives and it was used as part of the student's course grade.

In the department we collected each course syllabus, corresponding final exam and instructor epilogue. The epilogue is submitted by each instructor for each course at the end of the semester. It contains a discussion of the content covered, general comments, recommendations for the future offering of the course and resolution on previous recommendations.

Grade distribution

The following matrix summarizes the grade distribution for the mathematics majors during the 1999 fall semester.

	A	B	C	D	F	OTHER*	TOTAL
MTH 171	7	2	4	0	1	1	15
MTH 172	1	1	0	0	0	0	2
MTH 200	2	2	2	1	0	0	7
MTH 303	3	3	0	2	2	0	10
MTH 321	1	2	1	0	0	0	4
MTH 330	5	5	2	3	2	1	18
CSC 101	5	2	0	0	0	0	7
CSC 102	1	2	1	0	0	0	4
PHY 301	2	2	1	0	0	0	5
TOTAL	27	21	11	6	5	2	72

*OTHER includes I, W, WP, WF, UW

In summary, 82% of the grades were C or better. Since the final exam is part of each grade, we showed that the objectives of the course and the mathematics program are being met

Comprehensive Student Assessment Program – 1999-2000

The mathematics department enumerated program goals and objectives. For each course we constructed a syllabus which outlined specific course objectives. A comprehensive final exam was given in each of our classes to measure the student attainment of those objectives and it was used as part of the student's course grade.

In the department we collected each course syllabus, corresponding final exam and instructor epilogue. The epilogue is submitted by each instructor for each course at the end of the semester. It contains a discussion of the content covered, general comments, recommendations for the future offering of the course and resolution on previous recommendations.

Grade distribution

The following matrix summarizes the grade distribution for the mathematics majors during the 2000 spring semester.

	A	B	C	D	F	OTHER*	TOTAL
MTH 171	2	2	0	1	0	0	5
MTH 172	1	4	3	0	2	0	10
MTH 200	2	2	0	0	1	1	6
MTH 311	3	4	1	2	1	1	12
MTH 313	4	0	0	0	0	1	5
MTH 315	1	1	4	0	1	2	9
MTH 341	1	3	2	0	0	1	7
CSC 101	0	1	1	0	2	0	5
CSC 102	2	4	3	0	0	0	9
PHY 302	0	2	1	0	0	0	3
TOTAL	16	23	15	4	7	6	71

*OTHER includes I, W, WP, WF

In summary, 76% of the grades were C or better. The number of F's has increased because UW is no longer given as a grade, those students are now given F's. Since the final exam is part of each grade, we showed that the objectives of the course and the mathematics program are being met.

The mathematics faculty will study and revise the assessment procedures for the major program in the school year 2000 - 2001.

Biology Program

Goals and Objectives

Goals:

1. Increase students' awareness of historical development of contemporary frontiers in biology

2. Prepare and train majors
    a. for careers in Biology, Environmental Science, and Medical Technology
    b. for graduate school in Biology, Environmental Science, and for internships in Medical Technology
    c. for professional schools such as medical, veterinary, chiropractic and dental school
    d. as citizens of a participatory democracy with emphasis on issues and ethics surrounding issues and ethics grounded in biological technologies such as gene cloning, organismic cloning, transgenics, recombinant protocols and others.
3. Prepare and train majors in appreciation and use of "scientific way of thinking"
    a. observation and perception of patterns in nature
    b. induction and deduction
    c. investigation
    d. data collection
    e. analysis
    f. synthesis
    g. scientific writing and communication

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.

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.

   The foregoing three items can be seen to offer some basis for assessment of the six departmental objectives listed in the biology program.

1999-2000 Assessment Results

1. Results of Biology Review testing showed that of our 14 graduating majors, pre-meds and pre-vets, and unified science teachers
   - 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. We continue to have an information deficit concerning performance of students on GRE, PRAXIS, and pre-professional testing. We do know of students successfully entering graduate school and veterinary schools, so are informed of some successes.

   - The limited information we do have reveals that 1 out of 2 students applying to veterinary science schools was accepted. The second was encouraged to reapply.
   - Of the four persons we personally know applying for positions in the local public school systems, four have jobs. One unified science person dropped education at the end of fall term and is currently looking for laboratory work. Two students are waiting for MCAT results and two are testing their options and seem most interested in graduate school.
   - Two of this year's graduates and three of last years graduates are working for Monsanto in Plant Biology Research.
   - We do not have a current count of how many of our graduates are working on the Human Genome Project at Washington University. Some of our graduates are laboratory directors, some are project members and some are "at the bench".

4. 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.

5. Ethical and historical aspects of biology have received a boost in student interest with news announcements about the use of fetal stem cells in medical studies. Gene patents and the race to finish the human genome have stirred moral and ethical questioning. We have yet to include organized testing or assessment about moral, ethical and historical questions. Our historical approaches are weak with the exception of discussions of Darwinism and the modeling of DNA in Cell Biology and Evolution (required classes). A History of Science class offered to education unified science majors continues to be a consideration for this part of our objectives. Discussions are ongoing.

Action Line for Changes in Assessment practices:

BIOLOGY, PRE-PROFESSIONAL, UNIFIED SCIENCES AND ENVIRON-MENTAL MAJORS

1. The Biology Department had a major discussion about the assessment process in May of 2000. We have agreed to revise the Biology Review course to be taught by three of us in the department. The course will begin with a pre-test and end with a similar, perhaps identical, posttest. Final decisions will be made at the next departmental meeting in August.
2. Beginning majors, General Biology I students, will also take a pretest which will be examined and compared to the post-test results in Biology Review.
3. Independent Research involvement at the end of student's career will be measured against the students' performance in laboratory courses. Details for doing this will be completed when the departmental faculty returns in the fall.
4. There are four more assessment devices under consideration by the department and they will be accepted, developed, or rejected during our fall meeting.

GENERAL EDUCATION ASSESSMENT:
1. Drs. Abbott, Helton and Worrell will present suggestions in the fall meeting on assessment. These suggestions will be focused on Concepts in Biology especially, since it comprises the vast majority of general education students in Biology.
2. Drs. Abbott and Worrell will devise a pre-test to be given to Concepts in Biology students and the same test will be administered at the end of the semester.
3. Analysis of the above is to be detailed in the aforementioned meeting.

Psychology Program

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

1. 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

2.   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

3.   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

Psychology Program

Review of Old Assessment Procedure

From 1994 to 1999, the Lindenwood Psychology program assessed its majors in five general areas:
1. research and quantitative methods
2. general/experimental psychology
3. clinical/social psychology
4. developmental psychology
5. applied psychology

The basic assessment plan involved the following steps:
1. Entering freshman psychology students were given a comprehensive multiple-choice exam covering each of the five areas mentioned above.
2. Senior psychology students were given the same comprehensive exam as a final exam in the capstone course. (A few juniors were in the course each time.)
3. A statistical comparison was made between the performance of the seniors and the freshmen, to ascertain the extent of overall content mastery associated with the systematic exposure to the psychology curriculum.
4. We also did a comparative analysis of the seniors' relative strengths in Basic Psychology vs. the Practice of Psychology, and in regard to Factual vs. Conceptual Knowledge.
5. Additionally, we asked the seniors to indicate which of their courses they found to be most useful and interesting.

The principal findings were consistent from year to year. They were:
1. The freshman scored about 32% on the comprehensive exam, and the junior and senior psychology majors scored about 67% – thus, clearly demonstrating that systematic, sustained exposure to the psychology curriculum is associated with a substantial increase in knowledge of the subject matter deemed important by the Psychology faculty.

The juniors and seniors attained slightly higher scores in factual knowledge than in conceptual understanding, with the larger factual/conceptual gap existing in the fields of applied psychology.

The courses reported to be most useful varied unsystematically from year to year.

In response to finding #1, we maintained the same general approach to teaching the material, since the curriculum was unquestionably yielding good mastery of psychology, in general. In response to finding #2, we increased the amount of attention allocated to discussing and explaining the conceptual basis of applied procedures in the field. Despite our best efforts, however, there was no fundamental change in scores on conceptual understanding in those areas. The latter outcome led us to conclude that perhaps we were bumping against the cognitive limits of our student population. Other possibilities were that we had reached the limit of our ability to further advance the higher cognitive processes of undergraduates or that the assessment instrument was insensitive to real increments in conceptual understanding. The test had only 50 questions, which might have limited its reliability (hence sensitivity to individual differences).

The New Procedure

The approach started using in 1999 has the following features:
We abandoned the testing of freshman students, since there was little point in reiterating the consistent finding that students' mastery of psychology improves significantly as they go through the our curriculum.

We wrote a longer test with better, more 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 greater length of the test and more careful development of questions would boost 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. We considered overall college grade-point average, grade-point-average in psychology, grade-point average in natural science and mathematics, grade in Lindenwood's Social Science Statistics course, semester hours completed in psychology, and semester hours completed in natural science and mathematics.

<u>1998-99 Assessment Results</u>

Overall Scores
Twenty-eight students completed the 1998-1999 comprehensive test. The scores ranged from 48% correct to 84% correct, with a mean of 63% and a standard deviation of 10.45%. Clearly this was a challenging test. Given the known difficulty of the instrument, we were pleased with the overall mean score of 63%. Since a large number of the test questions were intentionally devised to tap higher cognitive operations, we felt that the students, as a group, performed strongly in this trial. Of course, this conclusion is justified only to the extent that performance was as strong, or nearly as strong, on items assessing higher processes as on questions that required only basic retention and understanding of ideas. This consideration led to the next part of our analysis.

Scores by Cognitive Operations and Intelligences
The 1998-99 results showed that the students tended to find the Logical-Mathematical items more difficult than the items requiring Verbal-Linguistic reasoning. The former generally called for a more abstract grasp of principles. The various cognitive processes assessed appear to have functioned at a relatively consistent level of effectiveness, with Application being just slightly lower than the others. Interestingly, the students were as competent with items requiring sophisticated analysis of the problem as they were with items reflecting on basic retention and understanding of the material.

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 <u>when Verbal-Linguistic capacity was evoked</u>. 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 1998-99 content area means ranged by 50% to 71% and were remarkably similar, except for the trend toward somewhat lower scores in Sensation and Perception and Abnormal Psychology. The lower average in Abnormal (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).

Predictors of Success on the Comprehensive Psychology Test
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; further, that correlation coefficient should be higher than the correlation between the test scores and the students' GPAs in a related but different field of study. This predicts that Psychology GPA should be more highly correlated with the test than GPA in Natural Science and Mathematics.

To the extent that students' success in their major depends on systematic exposure to courses in that field, the scores on a comprehensive test in that major should be correlated with number of courses taken in the major area; further, that correlation coefficient should be higher than the correlation between the test scores and the number of courses taken in a related but different field of study. This predicts that the Number of Psychology Courses Taken should be more highly correlated with the test than the Number of Natural Science and Mathematics Courses Taken.

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.

The 1998-99 linear correlation coefficients (Pearson r) for the relationships addressed above ranged between .23 and .69. The best predictors of scores on the comprehensive test were (in order of accuracy) grade in Social Science Statistics, overall college GPA, and overall Psychology GPA. The worst predictors were the number of Psychology courses taken and the number of mathematics and science courses taken.

1998-99 Conclusions and Action Plan

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 – both in college and in their careers.

Specific Actions Taken to Strengthen Learning Within the Psychology Classes

Based on the 1998-99 assessment, we planned to introduce or augment teaching methods that would for the increase the students' development of Application and Analytical processes and use of Logical-Mathematical intelligence in

the discipline of psychology. Specifically, the following strategies and tactics were implemented in many of our classes:

1. **Construct-linking tactic**: In lectures we applied "construct-linking" questions and discussions, so that students would develop a tendency to analyze the essential components of a concept or finding and see how different theories are conceptually connected. For example, how is positive reinforcement similar to natural selection? How is statistical hypothesis testing like signal detection?

2. **Critical-review tactic**: In Experimental Psychology, we gave the students the assignment of finding, reviewing, and analyzing articles on psychological research, with an emphasis on identifying central research concepts in context.

3. **Small-group discussion strategy**: In other courses, we employed focused discussion groups to analyze situations and apply psychological concepts that the students were studying.

Expectations Based on Changes in Pedagogical Methods

If our pedagogical efforts brought about the intended improvements, we expected to see the following outcomes:

1. From 1999 to 2000, the mean scores should increase in the skills of Analysis and Application, as well as in Logical-Mathematical intelligence.

2. If learning-enhancement strategies and tactics used specifically in the Psychology courses have a distinctive impact and the students' comprehensive test scores, then the correlation of Psychology GPA with the comprehensive test scores should be stronger than the correlation of Overall GPA with those scores.

3. If Logical-Mathematical intelligence is specifically affected by our focus on that kind of intelligence in our daily classes, and if individual differences on the comprehensive test are primarily a reflection of that cognitive domain, then there should be an increase in the correlation between a measure of that kind of intelligence – viz, grades in Social Science Statistics – and scores on the comprehensive test (relative to the 1998-99 correlation). This expectation assumes that giving greater attention to logical analysis in our classes would accentuate individual differences in that type of ability; and that there would be a resultant increase in the dispersion of scores on the comprehensive test.

The 1999-2000 Outcomes vs. 1998-99

Scores by Content Areas
The 1999-2000 content area means ranged from 54% to70%. One is struck by the effective uniformity of achievement across the various areas – although the Abnormal Psychology mean continues to be lower than expected. By and large, there appears to be excellent balance in the students' mastery of the various subfields. The grand mean was 63.2%, which is comparable to last year's 62.7%. Since this test is very challenging (as noted earlier), average scores of this magnitude represent commendable performance.

TOTAL PERCENT CORRECT FOR EACH AREA ASSESSED BY THE TEST

Content Area	1998-99	1999-2000
Intelligence	67%	63%
Social Psychology	71%	65%
Learning	68%	64%
Memory	69%	66%
Motivation	53%	62%
Personality	71%	70%
Abnormal Psychology	51%	54%

Biopsychology	64%	63%
Sensation and Perception	50%	59%
Behavioral Statistics	61%	66%

Scores by Cognitive Operations and Intelligences

The spring 1999-2000 results showed that the overall average score was about the same as it was in 1998-99, 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 2000 vs. Spring 1999

Cognitive Process Intelligences	Knowledge	Comprehen-sion	Application	Analysis	Synthesis	Intelligences MEANS
Intelligences Verbal-Linguistic	(45 questions) 1999: 63.89% 2000: 63.70%	(20 questions) 1999: 62.50% 2000: 63.52%	(8 questions) 1999: 70.09% 2000: 68.52%	(6 questions) 1999: 68.45% 2000: 64.81%	(1 question) 1999: 71.43% 2000; 77.78%	*1999: 64.60%* *2000: 64.35%*
Logical-Mathematical	(No Items)	(5 questions) 1999: 69.29% 2000: 69.63%	(12 questions) 1999: 49.70% 2000: 53.70%	(3 questions) 1999: 52.38% 2000: 75.56%	(No Items)	*1999: 55.00%* *2000: 57.96%*
Cognitive Process MEANS	*1999: 63.89%* *2000: 63.62%*	*1999: 63.86%* *2000:64.74%*	*1999:57.86%* *2000: 59.63%*	*1999: 63.10%* *2000:68.31%*	*1999:71.43%* *2000:77.78%*	**GRAND MEAN** **1999: 62.68%** **2000: 63.19%**

The 1999-2000 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 were (in order of accuracy) grade in Social Science Statistics, overall Psychology GPA, and overall college GPA. The worst predictor was the number of Psychology courses taken.

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

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

The fact that the psychology GPA was a much better predictor of success than overall GPA suggests that learning experiences in the psychology courses had a distinctive effect on subject-matter mastery that exceeded that attributable to inherent individual differences in general academic prowess. The fact that grade in Social Science Statistics was an extremely strong predictor of test scores is consistent with the assertion that Logical-Mathematical reasoning plays a dominant role in the kind of learning measured in this trial.

1999-2000 Conclusions and Action Plan

Against the backdrop of last year's assessment, this year's data suggest the following conclusions and recommend the following actions:

1. Our Psychology majors again performed impressively on a challenging test of subject matter mastery that required the use of higher thinking in addition to retention of factual material – once again, attesting to the general effectiveness of our Psychology curriculum.
2. In the realm of Verbal-Linguistic intelligence, our students exercised higher mental operations as competently as more fundamental skills.
3. The students did less well in the more abstract realm of Logical-Mathematical intelligence, but performance in that modality improved incrementally over last year's outcome.
4. The students' ability to effectively exercise analysis and application skills increased noticeably relative to last year's trial, and we attribute part of that improvement to 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, for the purpose of strengthening those cognitive processes within the framework of the subject matter.
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 – both in college and in their careers.
8. This year 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.
9. **Action for Learning Enhancement**: We will explore additional in-class strategies and tactics to induce higher cognitive processing of material. Also, we will increase the use of "construct-linking," small-group discussion, and analytical reviews in our courses Assessment 1998-99

Sociology, Anthropology, and Social Work
Assessment, 1999-2000

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 a knowledge of what constitutes independent and dependent variables, correlations with and without causal linkage, and causation.

Students should understand "objectivity" and the limitations of objective research in the social sciences.

Students should understand the different research methods, both qualitative and quantitative in sociology, anthropology and social work including social experiments, survey research, participant observation, and secondary analysis.

Students should understand the basic steps of formulating a research project from defining the topic to specifying hypotheses to data collection to interpreting results including statistical procedures and finally drawing conclusions. Social work majors will be able to link scientific knowledge to practice.

INSTITUTIONAL UNDERSTANDING FOR SOCIOLOGY, 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 1999-2000

Procedures:

The department kept 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:

Nine students graduated with a Sociology or Anthropology degree during the 1999-2000 academic year. We also had 13 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,"

Three of the nine 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 sociology major student portfolios were also evaluated as "Good." These two students had a dual major in social work and sociology. Two of the students were contract anthropology majors. One graduated in December and one graduated in May.

These two were ranked as "average." Both of these students had tremendous potential, but did not apply themselves in their course work during their senior year.

OUTCOME: Portfolio Assessment for Sociology and Anthropology
9 graduating students.

Excellent	33% (3)
Good	33% (3)
Average	33% (3)
Poor	0% (0)

Post-graduate Plans
Post-graduate plans for these graduates include:

Graduate School: 2

Social Work Employment: 1

Other Plans: 6

One of these students had a double major in psychology and sociology, and will pursue a degree in counseling at St. Louis University. One of the other students will pursue her M.A. in counseling in Lindenwood's counseling program. The other student has decided to work full time in a social work setting before pursuing graduate work. The other students are going to work full time in various positions outside of their chosen major.

Portfolio Assessment for Social Work Program

The Social Work Program Class of 2000 included thirteen (13) graduates. Their student portfolios were rated as:

Excellent	46%	(6)
Good	31%	(4)
Average	23%	(3)
Poor	0%	(0)

Post-graduate Plans for Social Work Majors

Post-graduate plans for these graduates include:

Social Work Employment

85% (11) plan to be employed in social work positions directly following graduation:
54% (7) are currently employed in social work (Division of Family Services (3), Division of Aging, Dillon International Adoption Agency, Parents as Teachers, Judevine Center for Autistic Children)C31% (4) were hired following their successful social work practicum at the employing agency

Other Plans

15% (2) have other endeavors -- 1 is entering the Jefferson County Police Academy; 1 is playing for the Canadian Football League.

Graduate School

62% (8) report plans for entering graduate school in social work after 2-3 years of direct social work experience.

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 two 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 have a practical dimension to them. 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 2001 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

Goals

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 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 down 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 U.S. criminal law works, learning 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 urban and social problems that might lead to 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 good grasp 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.

Objectives of the Criminal Justice Program

Students should understand the purpose of criminal law.

Students should have an understanding of early explanations of criminal behavior.

Students should have an understanding of the biological, psychological, and sociological explanations of criminal behavior.

Students should have an understanding of the American system of adversarial law that affects the criminal justice system.

Students should understand the important constitutional amendments such as the 4th, 5th, 6th, 8th, and 14th that bear on the rights of criminals.

Students should have an appreciation of the concern of the rights of victims of crime.

Students should have a broad overview of the criminal justice system including the various functions of police, prosecution, adjudication, corrections, and release.

Students should understand the functions of indictments, arraignment, due process, grand jury functions, plea bargaining, the appeal process, and other aspects of the court system.

Students should have an understanding of the Uniform Crime Report and the advantages and disadvantages of this report.

Students should understand how crime is reported and how crime rates are measured.

Students should understand what variables are important (age, sex, race, socioeconomic, geographic, etc.) in determining crime rates.

Students should understand the penal code as it relates to different types of crimes against persons and property.

Students should understand types of crimes such as murder and manslaughter, assault (aggravated and simple), rape, robbery, burglary, larceny, arson, domestic violence (child abuse, elderly abuse, female battering, incest), and white collar corporate crime.

Students should understand the basic theories of punishment that lie behind the penal system, such as retribution, deterrence, rehabilitation, security, and rates of recidivism.

Students should understand the basic problems facing the penitentiary system such as inmate violence, riots, overcrowding, and funding.

Students should understand the parole system and supervision of this system.

Assessment of the Criminal Justice Program

For the time being, assessment of this program will be undertaken through a review of syllabi and examinations to ensure that the goals and objectives of the program are being addressed in the actual courses. The normal tracking and questionnaire approach to graduates will be undertaken when the program has graduates.

Long-term student achievement in Criminal Justice may be gauged in two primary ways:

One is by keeping a portfolio of student written assignments (Reading Summaries) completed on criminal justice topics. The portfolio enables the instructor to determine whether a student has competently stated the main points/ideas of an article or chapter within the textbook and whether the student has satisfactorily presented key

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facts/examples that the author has used to support his/her position. Students are also asked to elaborate on any instances of faulty reasoning or bias they may perceive in the reading. Lastly, the student is required to state in his/her summary what types of questions, differences of opinion, or comments the particularly reading evoked in them. An evaluation of the reading summaries of the Criminal Justice majors convinces the instructor that students are making suitable progress in their writing ability and in their capacity to critically examine and assess topics within the Criminal Justice field. The instructor ins confident that the above reading and writing exercise has assisted students in accomplishing the goals and objectives of the overall course being taught.

A second measure of student academic achievement involves an outcomes assessment examination containing objective questions that address knowledge of theoretical criminology, policing, corrections, the courts, juvenile justice, criminal law, and criminal procedure. The test that is administered is one compiled by a national testing service or one taken from the test bank of an introductory criminal justice textbook. This form of examination has been successfully used at other institutions. As Criminal Justice is a new major on campus, only two students graduated with this degree during this past academic year. The examination was not administered to them. Future students will be given the examination, and we are confident that it will be a fine measure of student achievement.

1999/2000 Criminal Justice Student Assessment

We evaluated student achievement by way of a "before" and "after" comprehensive exam (same exam) that is composed of both true/false and multiple choice questions.

This year the "before" exam was administered to Professor Moorefield's spring, 2000, Criminology class (CJ 200). This is an introductory level class that is open to all students' who are seeking to fulfill the University social science general education requirement. Some students' were criminal justice majors while many other students' were majors in a variety of disciplines. Most students' were freshman level and this was their first exposure to a criminal justice class for the vast majority of them. A total of 34 students took the exam, which is composed of 162 questions. The exam questions were taken from a test bank used in an introductory criminal justice textbook. The range of scores went from a low of 28 to a high of 86. The "average" overall score for the entire class came out to be a 64.

The above exam is composed of questions that address criminological theory, criminal justice policy issues, policing, institutional and community corrections, juvenile justice, the court system, criminal law, and criminal procedure.

An attempt was made to contact each criminal justice major that graduated in either December of 1999 or in May of 2000 (or those who will graduate in August, 2000) to complete the exam. This is the "after" component. Most of the seniors took the exam during attendance in their criminal justice "senior seminar" class. Eighteen of the twenty three graduating students actually took the exam. This was a higher completion rate than last year. The grades ranged from a low of 64 to a high of 119. The average score came out to be an 85.94.

Some of the graduating seniors who took the exam had taken many criminal justice courses at Lindenwood, while other students took a majority of their criminal justice courses at the Community college level or at other four-year institutions.

Students are advised to do the best they can on the exam. Most students seriously attempt to do well on the exam, while some may, we suspect, take the test less seriously.

For next year, we will continue to use the "before" – "after" test procedure. However, a "new" multiple choice and true/false exam will be constructed prior to this fall's administration of the "before" test component. We will be using a new "Criminal Justice Systems" (CJ 210, our basic introductory level course that addresses all components of the criminal justice system) textbook this fall and selected questions will be taken from the test bank. We hope to also better assess, through the testing assessment instrument, which criminal justice sub-fields senior students do well in and which sub-fields they experience difficulty. We will then attempt to strengthen the classroom "content areas" in the sub-fields where graduating majors have experienced some difficulty on the assessment exam.

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.

Management Division

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.

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.

III. 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)

1999-2000 Assessment Results

Due to changes in faculty there were no assessment results recorded this year.

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.

Spring 1999 Graduate Placement*:

1. Paula Orlando – Liz Claiborne Corporation -- Cosmetic Sales Representative
2. Brandy Krupps – Braun Specialty Clothing Store – Manager
3. Erin Boyd – Kmart Corporation – Manager Trainee
4. Marti Houdeshell – Target Corporation – Manager trainee
5. Lori Mayes – The Limited Specialty Clothing Store – Manager

*Note: All graduates have been placed!

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

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

Accounting Major

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)

LINDENWOOD UNIVERSITY
ASSESSMENT-ACCOUNTING MAJOR
1999-2000

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 Principles of Financial/Managerial Accounting 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

ASSESSMENT RESULTS-ACCOUNTING MAJOR
1998-2000

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 Accounting I and Principles of Financial/Managerial Accounting II

Principles of Financial/Managerial I:
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)*

	Fall '97	Spring '98	Fall '98
Average	77%	75%	78%
Count	87	74	87

	Spring '99	Fall '99	Spring'00
Average	75%	71%	79%

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| Count | 78 | 110 | 81 |

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.

Principles of Financial/Managerial II:

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	87

LINDENWOOD UNIVERSITY
ASSESSMENT-ACCOUNTING MAJOR
1997-2000

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 spring 2000 semester. Since this is the first semester where the average fell below an acceptable level, care will be taken during the fall 2000 and spring 2001 semesters to see if this was an anomaly or a change in the trend. 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.

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
1997-2000

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
Average	77%	75%
Count	165	191

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, case work, and oral and written communication.

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

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%
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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 DIVISION
Management Information Systems Major

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

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   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.

1999 – 2000 Assessment

20 students are currently pursuing a major in management information systems. Four students graduated with a BA in Management Information Systems during the 1999 - 2000 academic year and accepted information systems positions with major corporations. Two of the graduates completed internships during their senior year with MCI WordCom and received excellent evaluations. The internships entailed programming in Visual Basic, language taught in two core MIS classes as well as creating and maintenance of databases, and general computer networking. Both students were offered full time computer programming positions with MCI WorldCom upon completion of the internships.

Two of the other graduates are currently employed as programmers and database specialists with Southwestern Bell Corporation. One is pursuing a graduate degree.

Portfolios of students' work in the capstone course Principles of Systems Development are maintained on file. Since the management information systems major is contingent upon successful completion of core requirements for business administration degree, MIS students' performance in a capstone business course Management Policy (BA 430) is also tracked.

The program has been revised during the 1998 - 1999 academic year and curricular changes are reflected in Lindenwood's new catalog. BA 442 Principles of Systems Development will continue to be used in assessing the major.

Instead of conducting surveys of graduates, the success of MIS majors in obtaining employment related to the area of study will be tracked for assessment purposes

Human Resource Management Major

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

7. 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

1999-2000 Assessment Results

We have formed a Human Resource club and will affiliate with the St. Louis Chapter of the Gateway Human Resource Association in the Fall of 2000. This club provides immediate feedback as to the relevance of the course work as applied to current issues in the workplace by exposing the students to business place situations and to the people who manage Human Resource functions. This interaction provides speakers, forums, newsletters, networking, and responsibility based work assignments.

The Human Resource Club will conduct the survey of graduates and build a functional database of employers, contacts and employment opportunities.

A proposal to form a Human Resource Advisory Board was submitted and we expect approval to proceed with its formation at any time. This body will provide direct feedback at least twice each year as to the relevance of the curriculum, the appropriateness of the individual course work, the quality of the student's preparation and the overall effectiveness of the Human Resource program for meeting workplace needs. We would also ask this Board to assist in identifying future trends.

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 POLITICAL SCIENCE AND PUBLIC MANAGEMENT, FOR THE 1999-2000 ACADEMIC YEAR

Lindenwood University graduates between five and seven Political Science majors per year. A list is kept of those majors who have graduated since 1995 and most of them have been contacted. Excluding the graduates from the Class of 2000 (there are five), for the five graduating classes (1995-1999) we have 33 majors.

During the past year we have spoken with, or communicated through email with, thirteen of these 33 former students. Generally, our interest is in those students that have gone on to graduate or law school and how Lindenwood in general and, more specifically, the Political Science and Public Management programs prepared them for their next educational step: On the whole we have done well.

Of the 33 graduates, 16 either are currently in graduate or law school or have received their degrees. In the case of the 16 students that went on to graduate or law school, only one left the program. We have determined that the reasons for his difficulties in law school were not related to his undergraduate preparation but to the way that his law school courses were scheduled—half his courses were during the day program, half were in the evening program, this made it difficult for him to find time to study and he tended to be graded differently in the day and evening programs. That particular student is currently enrolled in an MA program and plans to return to law school—the one he attended has stated he can return.

Of the 38 graduates (adding the five graduates from the Class of 2000), 20 or 53% will have gone on to graduate or law school (4 out of 5 from the Class of 2000).

Based on interviews with these former students, course requirements have been modified to include assignments using articles from professional journals, so students become familiar with these types of publications (necessary in order to get through a graduate or law school program).

Next year's assessment will continue interviewing former students.

Management Division
Human Service Agency Management/American Humanics
1999 - 2000 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: 1992 - 2000
In addition to our assessment process American Humanics Inc. for the second year is facilitating Program Review's for AH affiliates. However, consider the following anecdotal evidence:

- The program has grown from 22 students in 1995 to over 130 in May of 2000 prior to graduation.

- The American Humanics Student Association is comprised of 96 participants which distinguishes it as one of the largest campus organizations at Lindenwood. These numbers rank in the top five American Humanics programs out of the 72 established in the country.
- The Master of Arts program, created in 1996, has grown to include over 30 graduate students.
- American Humanics, the student organization (AHSA) linked to the Human Service Agency Management program, was voted the Student Organization of the Year in 1996 and again in 1997. AH was runner-up in 1998.The group also attained the National Excellence in Fundraising Award in 1999. AHSA also won the Organization of the Year award for the 1999-2000 school year.
- Lindenwood University received a letter of Excellence from the National Office of American Humanics for the growth and success of the program.
- Students operate several human service programs such as the Lindenwood Big Brothers Big Sisters office, Boy Scout Explorer Post 9209 and American Red Cross Blood Services.
- Lindenwood is one of the few schools with national representation on the American Humanics, Inc. Legacy Society.

Assessment/Measurement 1999-2000

The quality of placement as well as the placement rate will be measured each year for the HSAM graduates beginning with the graduates of 2000. There were 16 graduates from the Human Service Agency Management program. The placement rate was 100% with 81% attaining professional positions and the remaining 19% attending graduate school to pursue their Masters degree.

Summary of Responses - Narrative
1999 Annual Program Review
Lindenwood University American Humanics Program

Satisfaction Summary: (Taken on a 4.0 scale)

Overall, marks for the AH program at Lindenwood are strong. The review committee appears 'very satisfied' with Curriculum/Course work; the average score for this category is a 3.80. The area with the lowest satisfaction rating is Financial/Resource Development with a score of 3.18. Also, the committee felt Nonprofit Organizations and Community Relationships would be improved, posting an average composite of a 3.40.

General comments from the AH Review include:

"The American Humanics program at Lindenwood is a tremendous asset both to the University, its students and the community."

"The program officially began in 1991-92. Since that time, student enrollment has grown from 22 students to more than 130 students. This year 16 students will graduate from the HSAM/AH program."

"We remain committed to this program. Our goals for the future include: a more Active Advisory Board, more technology in the classroom and ongoing connections with program alumni."

"The Executive Director and Associate Director relationship works very well and should be considered at all AH campus affiliates."

"Campus visits by AH representatives are very beneficial to the curriculum, professors and students."

"Internships should not be limited to AH national partners, but should include all nonprofit organizations."

"Keep up the good work on campus expansion program. All schools should incorporate an AH program in their curriculum."

Plan of Action:

Based on a discussion with the review team, the following action items are suggested for the 2000-2001 school year.

- A more formal relationship should be developed with the Community Council/Advisory Board; currently, the board exists on a very informal level. Although members are active independently, more should be expected collectively. Plans for the advisory board include:
  - Two-three meetings per year (instead of one)
  - Financial giving expectation (addresses the program funding issue)
  - More active role in recruitment and internship development
  - Elect a chair and vice-chair (currently, the Executive Director runs the meetings)

- The use of technology in the classroom is a weakness in the AH program. Recently, Lindenwood University expanded its technological resources by adding "Smart Rooms" equipped with the latest computerized presentation equipment and software. In addition, the University is now distance learning compatible. Our plan is to integrate the use of this technology in the classroom by: 1) requiring an Internet research project in each core class, and, 2) requiring the use of PowerPoint or a software equivalent in at least two classes in the core curriculum. In regard to distance learning, we will research the possibility of hosting various workshops through the Drucker and Points of Life Foundations.

- In order to continue the building and growth of the AH program at Lindenwood University, it is clear AH-LU is ready to involve more staff and faculty to drive this progress. The current model of American Humanics is to employ an AH Director to essentially run all aspects of the program. Beginning in the summer of 2000, AH-LU will move toward a 'team approach' in managing the growth; the team approach will hold more faculty and staff accountable to the program. The team will consist of the Campus Director of Recruitment, Academic Coordinator and Graduate Program Coordinator all reporting the AH Executive Director. The AH Executive Director will report to the Dean of Management (academic) and the Dean of Campus Life (co-curricular).

- Goals and objectives for growth need to be re-evaluated for the coming three years. One of the first tasks of the advisory board will be to assist the University in re-evaluating these goals in relation to Lindenwood's plan of growth and mission statement.

In conclusion, it is clear that building the program to the next level is a major priority. It is also evident the Advisory Board must play a more involved role in carrying out this initiative.

Lindenwood College for Individualized Education (LCIE)
General Goals

The Lindenwood College for Individualized Education is an accelerated program which specializes in fulfilling the educational needs of adults. LCIE is committed to the idea that people learn more effectively when their experience and goals converge. To this end, LCIE actively fosters the participation of students in the planning of their educational programs.

Upon admission and initial matriculation into any LCIE degree program, a student will meet with his or her advisor to create a "Program Overview." The Program Overview will detail the student's learning goals and previous education and experience and will set forth a program of coursework designed to attain these goals. Copies of the Program Overview Document will be given to the student and retained in permanent student files held by the advisor. Changes in the student's learning goals and/or program content will be added to the original document.

LCIE offers various majors at the undergraduate and graduate levels. There are goals and objectives which are common to all majors, and there are some goals and objectives which are specific to individual majors. The common goals and objectives of LCIE are the following:

Goal: 1. Develop an awareness of the relationships among traditional disciplines.

Objectives: The students will
a.   learn in integrated clusters of related disciplines
b.   participate in at least one colloquium per term
c.   meet with their faculty advisors two times per term for integrative discussion of studies.

Goal: 2. Develop written and oral communication skills.

Objectives: In each cluster the students will
a.   write at least 30 pages (40 pages for graduate students) of case study analyses, expository prose, and/or research projects
b.   participate in and lead seminar discussions
c.   meet with their faculty advisors to monitor progress.

Goal: 3. Develop research skills.

Objectives: The students will
a.   assimilate a range of information from a variety of sources into a thesis driven discussion
b.   demonstrate competence in the use of accurate and appropriate documentation
c.   complete a culminating project under the supervision of their faculty advisors or complete a capstone course

Goal: 4. Develop an awareness of community resources to foster lifelong learning.

Objectives: The students
a.   may participate in experiential learning opportunities including practica, internships, and other field experiences
b.   participate in learning experiences outside of the classroom.

Goal: 5. Develop a mastery of the body of knowledge and skills within a field of study.

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

The results for the information gathered for culminating projects in the 1999-2000 academic year follow:

Business	3.0
Communications	3.2
Human Resource Management	3.4
Health Management	3.7
Valuation Sciences	3.5
Gerontology	not available
Criminology	not available

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 has been 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 teminology.

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					

During the 2000-2001 academic year, faculty advisors will begin working with the instructors of clusters in the majors. A process similar to that being employed in general education will be initiated

ASSESSMENT INFORMATION FOR LCIE COUNSELING PROGRAM

Currently the counseling program is in the process of modifying exit requirements.

All school counseling graduates must take the CPCE (Counselor Preparation Comprehensive Exam) initially as part of the certification process. This is a nationally normed instrument. To date only 7 students have completed this exam and scores are not as yet available. Testing will be more extensive beginning Fall 2000 since the CPCE will be implemented for all school counselors as well as being part of the exit requirements for those in professional counseling.

Beginning Fall 2000, all school counseling graduates will complete the CPCE and also a portfolio based on new DESE (Department of Elementary and Secondary Education) Standards. In addition, after December 2000 all graduates (both professional and school counseling) should have the option of completing the CPCE as well as written comprehensive exams over the 8 core areas instead of writing a thesis as part of their exit requirements.

There is also a possibility of changing the national exam for school counseling graduates, since DESE is pushing for use of the PRAXIS with school counselors. Whether or not this change will be implemented remains in question at present..

These changes have left the assessment program in a state of flux, but it will be stabilized during the next two years.

Campus Life Program Goals and Objectives

The Campus Life Program has a number of goals, which flow from the College mission statement. The Campus Life main objective is to see students grow spiritually, socially, physically and mentally. This process begins before students start classes through a series of orientation, leadership experiences, assessments and career planning. The journey is structured 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 LindenLeader (outstanding work-study performance) nominations submitted by the supervisors.

   Fall: 251 nominations/218 awarded
   Spring: 259 nominations/211 awarded

   B. Track the number of hours worked per individual in the Work and Learn and Community Work Service programs.

The number of students in Work and Learn:
Fall: 1648   Spring: 1318

In the Community Work Service Program/America Reads Program the numbers of
students were:
Fall: 37   Spring: 42

The total hours to be worked by the students (expected):
Fall: 223,415   Spring: 163,462

The total hours worked by students:
Fall: 189,068   Spring: 147,305

Performance Percentage for students' hours worked:
Fall: 74%   Spring: 69.2%
(Note: considering that this is an optional program, these numbers are high,
suggesting that Lindenwood's emphasis on the value of work is effective.)

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 1999 – 2000 academic year, the Career Development Office listed approximately 2,800 job postings, assisted in the creation of over 430 resumes, provided testing services to approximately 250 students, and provided individual career counseling for approximately 80 students/alumni.

2. Track the placement rate of individuals using the Talent Transcript.

    55% percent of the 1998 - 1999 participants found employment or were admitted to a graduate program by June 20, 2000, within one month of commencement.

    One hundred percent of December 1999 graduates who participated in the Talent Transcript were placed in full-time positions or graduate school.

    98% of the graduates featured in the 1999 LIONetwork Placement Catalog were placed in full time employment or graduate school within four months of Commencement.

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 1999 – 2000 academic year.

4. Measure the number of workshops, job fairs, and on-campus interviewers offered.

    Nine Senior Countdown Workshops were offered for graduating students in September and were utilized by approximately 130 students.

    Approximately 450 students and 75 employers were in attendance at Career Day in March.

Approximately 90 companies/organizations interviewed on campus during the Spring and Fall Semesters for 1999 – 2000.

The Education Department sponsored placement interviewing for prospective teachers on March 29th and 30th. Nearly 100% of the students graduating with a degree in Education receive teaching positions.

Through the Gateway Placement Association, Lindenwood helped sponsor the Gateway to Careers Job Fair on Thursday, March 30th 2000, The Gateway Teacher Recruiting Fair on Friday, March 31st 2000, and the Last-Minute Teacher Job Fair on August 3rd 2000. All Lindenwood University students and alumni are eligible to attend these fairs.

Goal: To promote academic growth and student success by utilizing an interdisciplinary approach through a Student Support Action Team. Supporting statistics are on file in the office of the Director of Campus Life.

Assessment:

1. To focus on meeting with students in need of assistance on a daily (on suspension), twice weekly (on probation) and weekly (on waring) basis to assess how students are progressing academically as well as to determine student needs and provide appropriate referrals.

The Student Support Action Team was comprised of 18 staff members.

2. To promote the use of math and writing labs on campus by referring students to these services and scheduling appointments for the students to utilize the services.

20 students utilized the Writing Lab during the Spring Semester.
24 students utilized the Math Lab during the Spring Semester.

3. To monitor and track each student's class attendance.

Attendance is monitored and tracked in the form of a report every other week during the semester. This attendance report provides a means of assessment to Student Support Services and aids in the process of focusing on student success.

4. To empower students and ensure quality time with faculty.

During the semester, Tuesday and Thursday mornings are reserved for students to meet with faculty, have breakfast, do homework and ensure student attendance at morning classes.

An average of 50 students participated in a program called the Breakfast Club each semester.

5. To administer the ACT at Lindenwood during Open Houses.

An average of 120 students took the ACT per semester.
Additionally, 3 students utilized the proctoring of the ACT examination under section 504 of the Americans with Disabilities Act.

Goal: During the 2000 – 2001 academic year, the Lindenwood University Campus Culture/International Programs department will be seeking to increase levels of social interaction and student leadership through student involvement in the campus community.

Action Plan:

1. Pursue and establish outreach initiatives to increase commuter student and non-traditional (adult) student attendance and participation at university sponsored events.

2. Establish outreach initiatives to increase commuter student and non-traditional (adult) student attendance and participation at university sponsored events.

3. Identify and coordinate areas of increased cooperation between various campus activities that conduct similar or overlapping activities.

4. Track all campus clubs and activities over the past five years. Items of consideration will be:
   - Membership
   - Activities
   - Frequency of activity
   - Faculty advisor

5. Employ a pro-active strategy of international recruitment with a concentrated effort in the following areas:
   a) Advertisements/print ad; additionally, when and wherever possible International Programs will seek to advertise in the indigenous target language.
   b) Increased institutional affiliations/linkages.

6. Pursue opportunities for hosting visiting international scholars from organizations such as:
   a) Reischauer Internships Program (Tokyo)
   b) United Board for Christian Higher Education in East Asia
   c) Fulbright Visiting Scholars Program.
   The above programs provide a scholar who is allowed to teach and research for one academic year. The host institution in turn provides room and board and an office.

7. Consolidate international activities on campus including:

   Strengthening the facets of international student services including:
   a) Enhanced pre-arrival information packets
   b) Airport pick-up
   c) Orientation (detailed shopping and acclimation activities)/Bank visit.

8. Disseminate information related to international studies including but not limited to:
   a) international faculty exchange opportunities, including Fulbright Fellowship
   b) study abroad opportunities for LU students
   c) electronic international newsletter
   d) Programs newsletter

9. In alliance with the Intercultural Club, International Programs will host and promote an International Dinner Night celebrating a foreign culture and cuisine monthly. Additional agenda items include:
- Establishment of interactive on-campus activities, especially during weekends and extended breaks/holidays, in addition to off-campus retreats/field trips.
- Fund raising strategies.
- Sponsor and International Lecture and or Film Series: for example, in conjunction with International Programs, the Intercultural Club can organize and host the lecture/film series. A student can introduce films from the represented country and discussions can be held afterwards.
- End of the year "throw-away" collections.

   10. Pro-active community outreach and involvement

   11. Create and maintain extensive web sites for:
- Campus activities.
- International activities/events.

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Further items of consideration are and Electronic (e-mail) newsletter (in addition to a monthly newsletter).

Additionally, Campus Culture and International Programs would like to volunteer to be responsible for or to assist with the following items:

- International student orientation (in cooperation with International Student Services).
- Hosting/arrangements/full protocol for visiting international students, scholars, guests and visiting dignitaries.
- Oversight of international affiliations/linkages. This includes the strengthening of established ties and the establishment of new, mutually beneficial affiliations.
- Representation on the International Task Force.

    12. Determine the participation of students in recreational activity courses, sponsored organizations, and student activities.

The following student organizations were active on campus during the 1999 – 2000 academic school year with their membership totaling:

Fraternities and Sororities

Alpha Sigma Alpha (Colony 1996)	20
Alpha Sigma Phi (Chartered 1996)	50
Delta Chi	26
Delta Zeta	34
Greek Council	21

Honorary Organizations

Alpha Epsilon Rho National Broadcasting Society	52
Alpha Lambda Delta Honor Society	47
Alpha Sigma Lambda	42
Alpha Sigma Tau Senior Honor Society	141
Chi Sigma Iota	18
Delta Epsilon Chi Honor Society	11
Kappa Delta Pi Honor Society	105
Lindenscroll Service Honorary	20
Pi Delta Phi Honor Society	2
Pi Gamma Mu Honor Society	8
Psi Chi Honor Society	86
Pi Gamma Mu	8
Pi Sigma Alpha	4

Goal: To meet the spiritual needs of students through the promotion
      Psychology Interest Group   24 of Judeo-Christian values.

Assessment and Action Plan:
1. Assess the number of spiritual- and service-related activities and the level of student participation.
   A. The Fellowship of Christian Athletes is a social, training and service organization than involves 31 students.

   B. A local chapter of the national organization, Campus Crusade for Christ, involves around 14 students in Bible studies and community service.

   C. Lindenwood Christian Fellowship (LCF) provides social activities, studies, and service opportunities that involve 17 students. This organization provided a warm welcome to incoming students with food and drink,

   D. The Chaplain of the College provides counseling and referral to local churches. Approximately 20 to 40 percent of students are active in a local congregation or attend their home church. Local church and religious events are publicized on campus.

   E. Students are encouraged to take part in training and spiritual growth seminars and programs offered off campus. Approximately eleven took part in leadership and training events and two took part in a national competition for scholarships and religious studies.

   F. The Career Development Office maintains a listing of employment and volunteer opportunities in community and church service agencies.

Army Reserve Officer's Training Corps (ROTC)

Goal: To recruit, train, evaluate, and retain cadets who possess the potential to lead the Army of the future. Tos sustain their progression through accession, graduation, commissioning, and becoming better Americans.

Action Plan for Assessment:

1. Determine the leadership potential of each candidate participating in the program by evaluating their ability to make sound decisions and adhere to the criteria of Army values.

   a. LAP or Leadership Assessment Program. During this program, the cadets are evaluated on their knowledge of military subjects and thirteen leadership dimensions. Their results are recorded and used for future counseling.

b. Measure their level of fitness by administering the Army Physical Fitness test each quarter and recording the results.

c. Identify and reward the cadets who participate in volunteer service, such as: University athletics, religious involvement, ranger Challenge Program, and Color Guard by awarding points that will be used for their accessions packet.

d. Measure their ability to overcome fear and adversity by having them participate in special events like rappelling, water survival, and field training exercises.

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:

General Education: Assessment of the program is shifting 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, and Geology. The fall of 2000 will see further implementation of these programs, further programs in Psychology 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 has been 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 are making increased use of standardized testing, whether from outside sources (Foreign Languages) or internally generated (History, English, Philosophy and Religion.)

Communications Division: New courses (Communications for the 21st Century and Survey of Professional Media) have been added and two basic communications courses have been restructured as a direct result of information from assessment in 1998-99. This process continues, along with a review of division objectives.

Fine and Performing Arts Division: Information from assessment has resulted in 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. Surveys of working artists trained by the program are being started to help the division develop and broaden curriculum choices. Fall 2000 will see planning for pilot programs for General Education courses taught in the division.

Sciences Division: The division is focusing 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. The graduate program has added more standardization in syllabi and tests, along with more rigorous use of assessment in capstone courses.

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 which 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

Assessment for Improvement

This assessment document defines institutional effectiveness as an ongoing process that includes strategic planning, mission, goals, assessment, evaluation and revision. The framework of the assessment process rests on a clearly defined purpose, educational goals consistent with the institution's purpose, its development and implementation of procedures for evaluating these goals and its use of the evaluation to improve educational goals.

General assumptions have been made concerning the student population and the academic programs of the future. Lindenwood university will continue to diversify its academic programs to meet the needs of our learning community. In this new, rapidly evolving environment, traditional approaches to delineating differences between instruction, infrastructure, and facilities often do not provide accurate descriptions or understanding of an activity, much less the kinds of learning taking place. We are attempting to determine from this data what we are doing right and what needs to be improved.

The action plans for each of the areas of assessment are published in a single document so that the entire University can see results from the assessment effort and plans for improvement. The action plan includes not only the efforts that are projected to improve performance in an area but also any necessary additional assessment methods needed to test whether the improvement has taken place. In many cases the assessment plan will not need to change but it is possible some new measurements will need to be made.

Assessment is a major component of a more integrated review process that balances administrative criteria with specific educational goals and assessment measures. We are determined that this effort will result in improvements in our culture of learning.

Appendix I

A Note on Grade Distribution

Letter Grade Distribution by Semester

	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000
A	34%	49.5%	47.6%	42.5%	48%	41.6%	50%	52%	53.2%	43.2%
B	26.7%	21.5%	21.6%	16.3%	20.9%	16.8%	20%	19%	19.8%	16.7%
ST	60.7%	71%	69.2%	58.8%	68.9%	58.4%	70%	71%	73%	59.9%
C	27.3%	11%	12.5%	9.5%	12.1%	9.4%	12%	11%	10	8.7%
T	88%	82%	81.7%	68.3%	81%	67.8%	82%	82%	83%	68.6%
D, F, Etc.	12%	18%	18.3%	31.7%	19%	32.2%	18%	18%	17.1%	31.4%

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%
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%
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%
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%
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%
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%
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%
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%
	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%
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%
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%
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%	28.75	18.9%
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%
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	33.35	20%	20%
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%
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%
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%

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%
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%
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%
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%
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%
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%
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	32.15	25.9%	12.4%
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%
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%
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%
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%
		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%	185	10.7%

Appendix II. Calendar for General Education Assessment

Academic Semester	Fall 1999	Spring 2000	Fall 2000	Spring 2001
General Education Area			Faculty Workshops	
English Composition	Planning for pilot program for English 150	Implementation of ENG 150 pilot program Planning for pilot program for ENG 170	Implementation of full scale program for ENG 150 Implementation of pilot for ENG 170	ENG 150 program continues Implementation of full scale program for ENG 170
Humanities			Planning for program for World Literature (ENG 201, 202)	Pilot program for ENG 201, 202
Fine Arts			Planning for pilot programs	Implementation of pilot programs
Civilization World History	Revision of pilot program for HIS 100	Implementation of pilot for HIS 100 Planning for full scale program for HIS 100	Implementation of full scale program for HIS 100	HIS 100 program continues
Cross-Cultural/ Foreign Language			Planning for GEO 201 Gen Ed and Assess Committees choose courses for review Faculty planning for pilot programs	Pilot for GEO 201 Implementation of pilot programs
Social Sciences			PSY 155, 156 pilot program Gen Ed and Assess committees choose courses for review Faculty planning for pilot programs	PSY program continues Pilot programs
Natural science and Mathematics	Planning for Mathematics Assessment	Pilot program for MTH 121, 122, 131, 134, 141, 151, 152 Geology incorporated in Gen Ed Assessment Planning for BIO 100	Mathematics program continues Pilot program for BIO 100 Gen Ed and Assess Committees choose courses for review Faculty Planning for pilot programs	Math program continues Bio 100 program continues Pilot programs