LU

COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

1998-1999
ANNUAL REPORT
PROGRAM AND DATA

LINDENWOOD UNIVERSITY
St. Charles, Missouri
COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

1998-1999

LINDENWOOD UNIVERSITY
ST. CHARLES, MISSOURI
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COMPREHENSIVE STUDENT ASSESSMENT PLAN
1998-1999

LINDENWOOD UNIVERSITY
ST. CHARLES, MISSOURI
Introduction

Lindenwood University exists to serve its many and diverse students. Hence our assessment program follows from these questions:

To what extent do current program contents and methodologies benefit our students?

How can we improve and change to further benefit our students?

Lindenwood University's Comprehensive Student Assessment Program above all is an active document pointing to future opportunities. The program embraces three areas:

1. The General Education component of the curriculum
2. The various majors offered at the institution
3. The non-academic component of the University program, which, in turn focuses on two areas:
   a. the residential life program, which obviously 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.

In the first instance, it provides the necessary information to address the North Central Association Criterion III requirements. We underwent a comprehensive visit in the 1993-1994 academic year, and the visiting team pronounced our Assessment Plan satisfactory. A focused visit team during the 1995-1996 academic year gave our plan high marks. We are continuing to work on it, and several modifications are included in this version of the Plan.

Secondly, it provides the necessary feedback to allow evaluation of all components of the Lindenwood program—general education, the various majors, and the non-academic efforts. It is in this latter sense that the program justifies itself. The national insistence for accountability and open disclosure affects Lindenwood quite as much, if not more, than the state colleges and universities. After all, our students often pay a premium to come here; they are entitled to our informed best. This CSAP will give us the data we need to evaluate ourselves continuously and improve our programs as we go.

This program is broadly based. For the academic components—general education and majors—it is faculty generated and approved by the President; there is, necessarily, a substantial administrative/staff input into the student life/residential program evaluations.

This program was new with the 1992-1993 academic year. It was conceived and projected during the latter part of the 1991-1992 school year, though parts of it in some departments have been in place for many years. The CSAP itself is subject to regular yearly review and adjustment as we gain more experience with it. It changes over time.

Conceptual Framework of the Assessment Program

The Comprehensive Student Assessment Program flows from the mission of Lindenwood University. It does so in a variety of ways.
Firstly, the Mission Statement asserts that it is one of the purposes of the University to provide educational experiences that unite the liberal arts with professional and pre-professional studies. There are several implications here that impact on the assessment process.

The fact that Lindenwood is a liberal arts institution imposes historic obligations. Liberal arts education for centuries has involved providing a framework from which the student may build a personal outlook on life. It assumes that there is an inheritance of ideas and knowledge from the past that an educated person should know. It assumes an exposure to enduring values and attitudes to which the student needs to react. Thus, the Lindenwood curriculum includes a general education component which is required of all undergraduate students. This part of the Lindenwood curriculum clearly represents an important commitment of the college, and it figures prominently in the assessment program. We honor this commitment by ensuring that all courses meeting the various general education requirements flow from the goals established by the faculty for general education and that syllabi and examinations validate the close interaction.

Another component of the liberal arts experience which is even more important in today’s world is the capacity for life-long learning. Historically, the liberal arts approach to education has stressed those skills and attitudes that would make it possible for the individual to renew knowledge, redirect skills, and maintain a flexibility that never goes out of date. Thus, the Lindenwood curriculum assumes that education cannot be a process of imparting static materials to students but must make it possible for them to acquire or hone the skills necessary to seek knowledge throughout one’s life. The skills of critical reading, writing, and research are stressed in a number of areas and figure in the assessment process.

However, we are also aware that students attend college to become qualified to follow a variety of careers. Upon graduation, they expect to enter or continue careers of their choice. That is where uniting the liberal arts with professional and pre-professional studies comes in. In most of the programs at Lindenwood, there is an intention to provide at least entry-level skills and knowledge to students, so that they may begin meaningful careers in education, business, communications, art, the helping professions, and many others. That aspect of our program must also be assessed. 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.

We also want our students to be aware of and sensitive to a variety of major issues in the world today, relating to the environment, social issues, political processes, community service, and cultural diversity. So, the assessment plans explore our success here as well. Many of these questions involve the attitudes and behavior of students after they have left Lindenwood.

With these goals, the University uses a variety of teaching methods. Because of the nature of the institution, there is a good deal of close interaction between faculty and students. We have assumed that much of the real education received by Lindenwood students has been achieved through these contacts, both in and out of the classroom. It is one of the purposes of this assessment program to measure our success in this area. In addition, 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 internship and practica, in work study. The assessment process explores these efforts as well.

It has been an accepted notion for generations that the out-of-classroom life of students also figures in their maturation and development. We have established goals and objectives for this part of the college experience as well, and they figure in our assessment program. Much of this aspect of college life has been evaluated in the past in a fragmented, anecdotal way; we hope to regularize this into a more intentional, universal process that will let us assess the extent to which our intentions have turned into reality.

Another important goal of Lindenwood is diversity in its student body. We have publicly stated our intention to foster diversity and sensitivity to that diversity. This begins with choosing activities and careers through student life from beginning to end. This, too, figures in the assessment process.

Our curriculum and programs flow from the mission and purposes of the University. We offer undergraduate and some graduate programs in liberal arts and professional and pre-professional studies. We see a residential student body as an inner core, augmented by commuting students of all ages. We see the liberal arts base providing the
skills and attitudes that will allow life-long learning and renewal. We know that much of the factual material we teach will go out of date long before our students will retire from active lives; they will need the means and motivation to renew it for themselves. The General Education Committee of the college has established goals and objectives for this component of the curriculum; those goals and objectives follow logically from the mission of the university itself. Each major also has established goals and objectives that flow from university goals and objectives. These various goals and objectives provide the stuff of the assessment program. Do we succeed in all these programs?

Like any other aspect of our program, the assessment process must itself be assessed. We began the program in an organized, serious way in the 1992-1993 academic year. Some parts of the program have been in effect, at a disciplinary level, for some years, so we have experience and a history of results there. In other ways, we are have only six years' experience. But the machinery of assessment includes the program itself.

Once a year, a comprehensive report is compiled, bringing together the results of all current assessment efforts. This report is circulated 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 1998-99 academic year in the Fall of 1998, Lindenwood enrolled 3232 full-time undergraduates. 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 3232 full-time undergraduates enrolled in Fall Semester 1998, 621 (19%) of them were first-time students. These were almost entirely students making a direct transition from high school to university. In addition, there were 660 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 1997 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 1281, which is 40% of the total full-time undergraduate student body.

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

602 (19%) who are second year (same % as 1997-98)
595 (18%) who are third year (increase of 3% from 1997-98)
752 (23%) who are fourth year. (increase of 2% from 1997-98)

Of this total number 15% are from minorities tabulated in the IPEDS report.

Some 1371 (42%) were men, and 1861 (58%) 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 1998 IPEDs report data indicate that in the Fall semester, 1998 graduate students comprised

776 Full Time students of whom 239 were male and 537 female

1041 Part Time students of whom 254 were male and 788 female.

Of these 74% came from Missouri (28% of these had been Lindenwood undergraduates), 17% from other states, and 8% came from 11 foreign countries.

A Note on Grade Distribution

As noted below, grade distributions at Lindenwood have changed somewhat over the years. This information will be useful to:

provide comparisons so that faculty can maintain a reasonable university-wide grade distribution.

provide information for advising to insure that students are being directed into appropriate courses

provide for future comparisons with similar institutions if information is available.

To give the matter a little linear history:

Letter grade distributions in the Fall Semester of 1995:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>34%</td>
</tr>
<tr>
<td>B</td>
<td>26.7%</td>
</tr>
</tbody>
</table>

60.7% subtotal

C = 27.3%

88% total

Obviously, Ds, Fs, and Incompletes represented only 12% of all grades.

Spring Semester, 1996

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>49.5%</td>
</tr>
<tr>
<td>B</td>
<td>21.5%</td>
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</tbody>
</table>

71% subtotal

C = 11%

82% total

Ds, Fs' Incompletes = 18%

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<th>Fall Semester, 1996</th>
<th>Spring Semester 1997</th>
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<tbody>
<tr>
<td></td>
<td>A = 47.6%</td>
<td>A = 42.5%</td>
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<tr>
<td></td>
<td>B = 21.6%</td>
<td>B = 16.3%</td>
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<tr>
<td></td>
<td>69.2% subtotal</td>
<td>58.8% subtotal</td>
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<tr>
<td></td>
<td>C= 12.5%</td>
<td>C = 9.5%</td>
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<tr>
<td></td>
<td>81.7% total</td>
<td>68.3% total</td>
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<tr>
<td></td>
<td>Ds, Fs, Inc. = 18.3%</td>
<td>Ds, Fs, Inc. = 31.7%</td>
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<th>Fall Semester 1997</th>
<th>Spring Semester 1998</th>
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<tr>
<td></td>
<td>A = 48%</td>
<td>A = 41.6%</td>
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<tr>
<td></td>
<td>B = 20.9%</td>
<td>B = 16.8%</td>
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<tr>
<td></td>
<td>68.9% subtotal</td>
<td>58.4% subtotal</td>
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<tr>
<td></td>
<td>C= 12.1%</td>
<td>C = 9.4%</td>
</tr>
<tr>
<td></td>
<td>81% total</td>
<td>67.8% total</td>
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<tr>
<td></td>
<td>Ds, Fs, Inc. = 19%</td>
<td>Ds, Fs, Inc. = 32.2%</td>
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<tr>
<th></th>
<th>Fall Semester 1998</th>
<th>Spring Semester 1999</th>
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<tbody>
<tr>
<td></td>
<td>A = 50%</td>
<td>A = 52%</td>
</tr>
<tr>
<td></td>
<td>B = 20%</td>
<td>B = 19%</td>
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<tr>
<td></td>
<td>70% subtotal</td>
<td>71% subtotal</td>
</tr>
<tr>
<td></td>
<td>C = 12%</td>
<td>C = 11%</td>
</tr>
<tr>
<td></td>
<td>Ds, Fs, Inc. Ws = 18%</td>
<td>Ds, Fs, Inc., Ws = 18%</td>
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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 started a decline but may have stabilized at between twelve and nine percent, while the number of unsatisfactory grades may have stabilized as well. 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 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 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.

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<td>Anthropology</td>
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<td>24.8%</td>
<td>37.4%</td>
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<tr>
<td>Art</td>
<td>40.7%</td>
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<td>13.8%</td>
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<td>Criminal Justice</td>
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Comprehensive Student Assessment Program
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<td>Computer Science</td>
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<td>Dance</td>
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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 entirely faculty-generated and realized. The general education goals, objectives, and assessment practices were devised by a faculty General Education Committee.

In the case of the individual majors, in every case the goals, objectives, and techniques were the work of the faculty in those areas. The plans were reviewed by the University administration.

A faculty member has always been the Assessment Officer and has worked with the General Education Committee and with the faculty members of the several disciplines and programs, but it has been a mutual effort, using whatever information we could gain from North Central workshops, the national literature, and the examples of other institutions which have been shared with us.

In the case of the out-of-classroom component of the Plan, the Campus Life staff members devised 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 were 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 wholly faculty-generated except in 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 seventh 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.

Each year, we have an Action Plan indicating the areas we are targeting for improvement.

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?**

We did not realize that most institutions were going to phase in plans over a period of years. Since we had an on-campus visit in the 1993-4 academic year, we needed a plan prior to that visit, and the plan was devised in the 1992-1993 academic year. The team for that comprehensive visit gave our plan preliminary approval. We also had a focused visit in the 1994-5 academic year, and the visiting team gave our assessment plan final approval. They were, in fact, complimentary of the progress we had made and the process we have used. We have now had seven cycles of results. Our plan is operational in all respects at this moment. We still assume that the plan will continue to evolve as we gain more experience with it.

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

The plan is administered on an on going basis by an appointed Assessment Officer, who is a regular full-time faculty member. The Assessment Officer works very closely with the Dean of Academic Services who is the administrator designated to monitor the program. The Dean of Academic Services 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. This supervision is almost entirely done by a process of consensus and persuasion. The Dean provides administrative backup when needed, but little is needed. We have had outstanding cooperation from all faculty concerned.

The President of the University is regularly briefed on the process and takes a keen interest. 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 Review Committee consisting of faculty elected from each academic division, together with designated members from Student Life and the Dean of Academic Services. 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. This is particularly true in the area of assessment of general education. We are confident that the Plan will continue to evolve and refine itself through the years. It will never be in "final" form.
GENERAL EDUCATION PROGRAM

Goals

Lindenwood faculty and students, in a joint effort of teaching and learning and in an atmosphere of academic freedom, seek to achieve the following goals:

1. Each student will develop as a more complete person, able to think and act freely and to continue to become as fulfilled a human being as possible.

2. Students will gain the intellectual tools needed to understand human cultures as they have been, as they are, and as they might be.

3. Students will become aware of the range of perspectives and activities that contribute to understanding and evaluating the present.

4. Students will develop the reading, speaking, and writing skills necessary for productive study and informed decision-making.

5. Students will be able to analyze both qualitative and quantitative evidence to assess the validity of philosophical or scientific assertions.

6. Students will acquire the guidelines for determining responsible actions and develop a willingness to act.

Objectives

1. Students will enhance their oral and written communication skills and develop their critical thinking skills across the curriculum. In doing so, students should acquire the ability to develop a clear written argument or oral discussion, developing a thesis, illustrating generalizations, supporting conclusions with facts, proceeding from section to section in an orderly and logical fashion.

2. Students should develop computational skills to solve various types of mathematical problems.
3. Students should learn to critically analyze, evaluate, and distinguish the influences and interrelationships of psychological, social, and cultural conditions and values on human behavior.

4. Students should develop an appreciation of the arts and their historical role in shaping human ideas, aspirations, and values.

5. Students will learn to understand and appreciate the natural environment, and the contemporary factors that have an impact on both society and nature.

6. Students will learn about the development of ideas, institutions, and values of Western and non-Western societies.

7. Students will learn about the development of the political system and constitutional government of the United States.

8. Students will learn to interpret various works of literature, and to exercise their critical thinking skills in interpreting and judging the value of a work in reference to both internal and external standards.

General Education Assessment

In order to achieve its General Education goals and objectives, the Lindenwood faculty has constructed a general education program designed to realize these goals. 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 under the General Education requirement at Lindenwood:

English Composition
   ENG 101, 102  (6 hours)

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

Fine Arts
   Fine Arts one course  (3 hours)

Civilization
   HIS 100 World History  (3 hours)
   Cross Cultural or Foreign Language  (6 hours)

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)
   Natural Science (One course in Physical Science, one in Biological Science, one of which must have a laboratory experience)  (7 hours)

Comprehensive Student Assessment Program
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 used to assess the success of the general education program in the past have not provided the feedback necessary to demonstrate success or guide improvements. So, we have discarded the previous methods and are in the process of devising new ones. The new methods will be 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. The General Education Committee and the Assessment Review Committee have agreed to begin implementation of measurement of our success in conveying "core competencies" related to our General education Goals. 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.

**College Basic Academic Subjects Examination (C-Base)**

**Summary of 1997-1998 Results**

The C-Base Clusters and Skills are as follows:

### English

**Cluster**

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<td>Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas</td>
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<tr>
<td>Read a literary text analytically, seeing relationships</td>
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<td>Understand a range of literature, rich in quality and representative of different literary forms and historical contexts</td>
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**Writing**

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<td>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.</td>
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<tr>
<td>Use the conventions of standard written English</td>
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<td>Write an organized, coherent, and effective essay</td>
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### Mathematics

**General Math Proficiency**

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<td>Use mathematical techniques in the solution of real-life problems</td>
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<td>Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision</td>
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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 July 1, 1996 and June 1, 1998, 383 students took the C-Base, while between December, 1997 and December, 1998, 256 students took the test. 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 always somewhat below the state mean. This may result from the fact that Lindenwood students typically take the exam one or more semesters earlier than students at most other institutions.

Comprehensive Student Assessment Program
The C-Base examination has been in use since 1988, and Lindenwood students have been taking the examination since that time. A total of 1,417 Lindenwood students have taken the exam since its inception through April, 1997. Across the state, the exam has been taken by about 68, 800 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.

<table>
<thead>
<tr>
<th>Passing Rates By Subject</th>
<th>English</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindenwood</td>
<td>84%</td>
<td>89%</td>
<td>78%</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>State</td>
<td>87%</td>
<td>93%</td>
<td>82%</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>1998-99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindenwood</td>
<td>83%</td>
<td>88%</td>
<td>78%</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>State</td>
<td>87%</td>
<td>92%</td>
<td>82%</td>
<td>83%</td>
<td>83%</td>
</tr>
</tbody>
</table>

The passing rates for Lindenwood students are comparable in every case with state rates and are remarkably consistent year to year. 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 significant enough to quote since the Lindenwood rate is significantly higher than the state results:

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindenwood</td>
<td>73%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>68%</td>
</tr>
<tr>
<td>State</td>
<td>57%</td>
<td>68%</td>
<td>46%</td>
<td>51%</td>
<td>62%</td>
</tr>
<tr>
<td>1998-99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindenwood</td>
<td>67%</td>
<td>85%</td>
<td>66%</td>
<td>60%</td>
<td>63%</td>
</tr>
<tr>
<td>State</td>
<td>56%</td>
<td>67%</td>
<td>47%</td>
<td>51%</td>
<td>61%</td>
</tr>
</tbody>
</table>

National Teacher Examination (Praxis)

Another gauge of the success of Lindenwood’s General Education program is the results of the Professional assessments for Beginning Teachers (Praxis), examinations from Educational testing service (ETS). In the four year period from September, 1994 through September, 1998 248 Lindenwood students took the national teachers’ examination. 232 (94%) of the 248 received a passing grade. At least ten of those who failed retook the exam and passed in the same time period.

Mathematics Assessment in General Education

1998 Fall Semester

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 1998 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.

**Grade Distribution**

The following matrix summarizes the grade distribution for the general education mathematics courses during the 1998 fall semester.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>OTHER *</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 111</td>
<td>53</td>
<td>26</td>
<td>9</td>
<td>10</td>
<td>4</td>
<td>9</td>
<td>111</td>
</tr>
<tr>
<td>MTH 121</td>
<td>56</td>
<td>55</td>
<td>40</td>
<td>27</td>
<td>13</td>
<td>25</td>
<td>216</td>
</tr>
<tr>
<td>MTH 122</td>
<td>24</td>
<td>25</td>
<td>35</td>
<td>19</td>
<td>4</td>
<td>24</td>
<td>131</td>
</tr>
<tr>
<td>MTH 131</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>MTH 141</td>
<td>42</td>
<td>50</td>
<td>35</td>
<td>32</td>
<td>16</td>
<td>35</td>
<td>210</td>
</tr>
<tr>
<td>MTH 151</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>9</td>
<td>12</td>
<td>32</td>
<td>119</td>
</tr>
<tr>
<td>MTH 152</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>MTH 171</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>1</td>
<td>8</td>
<td>54</td>
</tr>
<tr>
<td>MTH 172</td>
<td>10</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>TOTAL</td>
<td>225</td>
<td>215</td>
<td>164</td>
<td>118</td>
<td>55</td>
<td>152</td>
<td>929</td>
</tr>
</tbody>
</table>

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

We had 4 sections of MTH 111 taught by 2 instructors, 7 sections of MTH 121 taught by 3 instructors, 4 sections of MTH 122 taught by 3 instructors, 1 section of MTH 131 taught by 1 instructor, 7 sections of MTH 141 taught by 5 instructors, 4 sections of MTH 151 taught by 2 instructors, 1 section of MTH 152 taught by 1 instructor, 2 sections of MTH 171 taught by 2 instructors, and 1 section of MTH 172 taught by 1 instructor. In summary, seventy-eight percent of the grades were passing. Since the final exam is part of each grade, we showed that the objectives of the courses are being met. 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.

**1999 Spring Semester**

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 spring 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 and MTH 172.
The following matrix summarizes the grade distribution for the general education mathematics courses during the 1999 spring semester.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>OTHER*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 111</td>
<td>14</td>
<td>17</td>
<td>16</td>
<td>7</td>
<td>5</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>MTH 121</td>
<td>38</td>
<td>35</td>
<td>31</td>
<td>3</td>
<td>1</td>
<td>21</td>
<td>129</td>
</tr>
<tr>
<td>MTH 122</td>
<td>23</td>
<td>31</td>
<td>27</td>
<td>10</td>
<td>22</td>
<td>21</td>
<td>134</td>
</tr>
<tr>
<td>MTH 131</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>MTH 141</td>
<td>42</td>
<td>48</td>
<td>40</td>
<td>34</td>
<td>9</td>
<td>52</td>
<td>225</td>
</tr>
<tr>
<td>MTH 151</td>
<td>11</td>
<td>12</td>
<td>14</td>
<td>4</td>
<td>4</td>
<td>28</td>
<td>73</td>
</tr>
<tr>
<td>MTH 152</td>
<td>11</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>MTH 171</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>MTH 172</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>152</td>
<td>170</td>
<td>146</td>
<td>66</td>
<td>44</td>
<td>162</td>
<td>740</td>
</tr>
</tbody>
</table>

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

We had 3 sections of MTH 111 taught by 2 instructors, 5 sections of MTH 121 taught by 2 instructors, section of MTH 122 taught by 2 instructors, 1 section of MTH 131 taught by 1 instructor, 7 sections of MTH 141 taught by 4 instructors, 3 sections of MTH 151 taught by 2 instructors, 1 section of MTH 152 taught by 1 instructor, 1 section of MTH 171 taught by 1 instructor, and 2 sections of MTH 172 taught by 2 instructors. In summary, seventy-two percent of the grades were passing. Since the final exam is part of each grade, we showed that the objectives of the courses are being met. 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.

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

Because it is required of the vast majority of our students for graduation as part of Lindenwood's General Education program, the History Faculty hope to use information regarding 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 7. During the academic year 1998-1999, history faculty experimented with establishing standardized questions to assess student retention of information at the end of academic terms. Areas covered included

- The impact of the Scientific Revolution
- The impact of the Industrial Revolution
- The Content of Classical Liberalism
- The Role of Islam in world Culture
- Global Trade Patterns in the modern world
- Shifts in centers of power in the modern world
- Basic Chronology in world history

Initial results indicate retention is best in:

- Scientific Revolution 59% correct answers
- Global Trade Patterns 78% " "
- Classical Liberalism 64% " "
- Role of Islam 70% " "

These questions will require revision and it will be several years before we can use our results to establish acceptable levels to gauge our success. Inevitably there will be some subjective aspects to these decisions but we are convinced that the faculty are competent both to establish criteria and to judge our success in communicating both content and academic values.
Analysis of the History 100: World History Grades

Each year, history faculty analyze the grade distribution in History 100. This is one of the handful of specific courses that most students (except for a very few transfer students) must take in the General Education Program.

Profiles of the 1996-97, 1997-98, and 1998-99 classes:

Fall 1996
All students - 338
Freshmen - 140 (41.4% of total enrollment)

Fall 1997
All students - 355
Freshmen - 129 (36.3% of total)

Fall 1998
All students - 314
Freshmen - 92 (29.3% of total)

Spring 1997
All students - 311
Freshmen - 135 (43.4% of total)

Spring 1998
All students - 330
Freshmen - 144 (43.6% of total)

Spring 1999
All students
Freshmen - 103 (33.4% of total)

(Note: the lower percentages of freshmen in the 1998-99 classes may reflect advising strategies. Advisors have been cautioned that some students may do better if they postpone taking History 100.)

Distribution of Grades:

Fall Semesters

<table>
<thead>
<tr>
<th>Grades</th>
<th>All Students</th>
<th>Grouped Totals</th>
<th>Freshmen</th>
<th>Grouped Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A - 1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>71 (21%)</td>
<td>1996-245/338</td>
<td>30 (21.4%)</td>
<td>1996-101/140</td>
</tr>
<tr>
<td></td>
<td>72 (20.3%)</td>
<td>(72.5%)</td>
<td>25 (19.4%)</td>
<td>(72.1%)</td>
</tr>
<tr>
<td></td>
<td>57 (18.2%)</td>
<td></td>
<td>15 (16.3%)</td>
<td></td>
</tr>
<tr>
<td>B - 1996</td>
<td>80 (23.7%)</td>
<td>1997-246/355</td>
<td>39 (27.9%)</td>
<td>1997-98/129</td>
</tr>
<tr>
<td></td>
<td>85 (23.9%)</td>
<td>(69.3%)</td>
<td>30 (23.3%)</td>
<td>(76%)</td>
</tr>
<tr>
<td></td>
<td>88 (28%)</td>
<td></td>
<td>23 (25%)</td>
<td></td>
</tr>
<tr>
<td>C - 1996</td>
<td>94 (27.8%)</td>
<td>1998-210/314</td>
<td>32 (22.9%)</td>
<td>1998-205/308</td>
</tr>
<tr>
<td></td>
<td>89 (25%)</td>
<td>(66.9%)</td>
<td>43 (33.3%)</td>
<td>(66.6%)</td>
</tr>
<tr>
<td></td>
<td>65 (20.7%)</td>
<td></td>
<td>23 (25%)</td>
<td></td>
</tr>
</tbody>
</table>

D - 1996
| 35 (10.4%) | 16 (11.4%) |
| 35 (9.9%)  | 12 (9.3%)  |
| 31 (10%)   | 13 (14.1%) |

F - 1996
| 21 (6%)    | 9 (6.4%)   |

Comprehensive Student Assessment Program
<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Grade</th>
<th>1997-39/338 (11.5%)</th>
<th>1997-15/140 (10.4%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>39 (11%)</td>
<td>13 (10.1%)</td>
<td>8 (8.7%)</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>22 (7%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UW-1996</td>
<td>17 (5%)</td>
<td>6 (4.2%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>15 (4.2%)</td>
<td>2 (1.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>25 (8%)</td>
<td>5 (5.4%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WF-1996</td>
<td>1 (.03%)</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>3 (0.8%)</td>
<td>1 (0.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>4 (1.3%)</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997-57/355 (16%)</td>
<td>1997-16/129 (12.4%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998-51/314 (16.2%)</td>
<td>1998-13/92 (14.1%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Grade</th>
<th>1997-39/338 (11.5%)</th>
<th>1997-15/140 (10.4%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>19 (5.6%)</td>
<td>8 (5.7%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>16 (4.5%)</td>
<td>3 (2.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INC - 1996</td>
<td>22 (6.4%)</td>
<td>5 (5.4%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>1 (.03%)</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Spring Semesters

<table>
<thead>
<tr>
<th>Grades</th>
<th>All Students</th>
<th>Grouped Totals</th>
<th>Freshmen</th>
<th>Grouped Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 1997</td>
<td>49 (15.8%)</td>
<td>18 (13.5%)</td>
<td>19 (13.2%)</td>
<td>17 (16.5%)</td>
</tr>
<tr>
<td>1998</td>
<td>48 (14.5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>52 (16.9%)</td>
<td></td>
<td></td>
<td>1997-214/311 (68.8%)</td>
</tr>
<tr>
<td>1997-62/135 (45.9%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B - 1997</td>
<td>82 (26.4%)</td>
<td>29 (21.5%)</td>
<td>28 (19.4%)</td>
<td>24 (23.3%)</td>
</tr>
<tr>
<td>1998</td>
<td>78 (24.5%)</td>
<td></td>
<td></td>
<td>1998-199/330 (60.3%)</td>
</tr>
<tr>
<td>1999</td>
<td>73 (23.7%)</td>
<td></td>
<td></td>
<td>1998-83/144 (57.6%)</td>
</tr>
<tr>
<td>C - 1997</td>
<td>83 (26.7%)</td>
<td>35 (26.9%)</td>
<td>36 (25%)</td>
<td>36 (25%)</td>
</tr>
<tr>
<td>1998</td>
<td>73 (23%)</td>
<td></td>
<td></td>
<td>1999-205/308 (66.6%)</td>
</tr>
<tr>
<td>1999</td>
<td>80 (26%)</td>
<td></td>
<td></td>
<td>1999-68/103 (66%)</td>
</tr>
<tr>
<td>D - 1997</td>
<td>34 (10.9%)</td>
<td>15 (11.1%)</td>
<td>22 (15.3%)</td>
<td>15 (14.6%)</td>
</tr>
<tr>
<td>1998</td>
<td>39 (12.3%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>37 (12%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F - 1997</td>
<td>28 (9%)</td>
<td>19 (14%)</td>
<td>17 (11.8%)</td>
<td>9 (8.7%)</td>
</tr>
<tr>
<td>1998</td>
<td>39 (11%)</td>
<td></td>
<td></td>
<td>1997-47/311 (15.1%)</td>
</tr>
<tr>
<td>1999</td>
<td>20 (6.5%)</td>
<td></td>
<td></td>
<td>1997-32/135 (23.7%)</td>
</tr>
</tbody>
</table>

Comprehensive Student Assessment Program
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UW - 1997</td>
<td>12 (3.8%)</td>
<td>8 (5.9%)</td>
<td>3 (2.9%)</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>29 (9.1%)</td>
<td>(21.8%)</td>
<td>13 (9%)</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>19 (6.2%)</td>
<td>3 (2.9%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WF - 1997</td>
<td>7 (2.3%)</td>
<td>1 (0.7%)</td>
<td>1999-39/308</td>
<td>1 (0.7%)</td>
</tr>
<tr>
<td>1998</td>
<td>4 (1.3%)</td>
<td>1999-39/308</td>
<td>12.7%</td>
<td>0</td>
</tr>
<tr>
<td>1999</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

W/WP-1997 | 12 (3.9%) | 5 (3.7%) |             |
| 1998     | 17 (5.2%) | 7 (4.9%) |             |
| 1999     | 25 (8.1%) | 8 (7.8%) |             |

INC-1997 | 4 (1.3%) | 1 (0.7%) |             |
| 1998     | 3 (0.9%) | 1 (0.7%) |             |
| 1999     | 2 (0.6%) | 0 |             |

Analysis of the grades of students newly transferred from other colleges shows no meaningful variation, although these students did earn a large number of A’s in Fall 1998 (12/49 (24.5%)).

Because one faculty member from 1997-1997 retired and a new member joined, any differences between the 1996-1997 numbers and those from 1997-1998 cannot be assigned any significance. The marked similarity between the overall figures from 1997-98 and 1998-99 does suggest that the current faculty are grading consistently.

Analysis continues to show a very close correlation between freshmen grades in World History and High School Grade Point Averages along with a close correlation with the ACT scores of the individual students. This continues to bear out the conventional wisdom that the High School GPA is a good predictor of success.

These numbers continue to indicate a relatively large number of students who withdrew (UW) without any paperwork. W/WP’s indicate that both faculty and students have appropriately evaluated the student’s progress during the semester and should therefore be included among successful outcomes. The smaller number of F/UW/WF grades in Spring of 1999 may reflect more successful advising in this area.
ACADEMIC SERVICES

Academic Services is dedicated to creating a positive, people-focused culture and operational excellence at Lindenwood University. This division provides services of 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 1998-1999 academic school year 407 students have used the academic support services. Four hundred and seven include students who have improved and moved to a higher level of Academic Hold. There are three levels of Academic Hold; Warning, Probation, and Suspension. 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 with disabilities, students on academic hold, and students receiving a conditional admission.

2. This year we had 1215 students on the Dean's List (a term GPA of 3.5 or above)
3. The Athletic Honor Roll consisted of 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 enhanced 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 47 countries and 242 students.
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.

Assessment: This year we piloted mail-in and e-mail registration for MBA and selected Education courses.

Assessment: Our efforts will expand to include registration and book deliveries for our LCIE and graduate programs.
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.

Comprehensive Student Assessment Program
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

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 matter is assessed by two independent measures. As a condition for admission into the program, students must pass the College Basic Academic Subjects Examination (C-Base). 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.

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 feedback 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-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.

College Basic Academic Subjects Examination (C-Base)
Summary of 1998-1999 Results

The C-Base Clusters and Skills are as follows:

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Literature</td>
<td>Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas</td>
</tr>
<tr>
<td></td>
<td>Read a literary text analytically, seeing relationships</td>
</tr>
<tr>
<td></td>
<td>Understand a range of literature, rich in quality and representative of different literary forms and historical contexts</td>
</tr>
<tr>
<td>Writing</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Use the conventions of standard written English</td>
</tr>
<tr>
<td></td>
<td>Write an organized, coherent, and effective essay</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>General Math Proficiency</th>
<th>Use mathematical techniques in the solution of real-life problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision</td>
</tr>
<tr>
<td></td>
<td>Use the techniques of statistical reasoning and recognize common misuses of statistics</td>
</tr>
<tr>
<td>Algebra</td>
<td>Evaluate algebraic and numerical expressions Solve equations and inequalities</td>
</tr>
<tr>
<td>Geometry</td>
<td>Recognize two- and three-dimensional figures and their properties</td>
</tr>
</tbody>
</table>

Comprehensive Student Assessment Program
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, 1997 and December, 1998, 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 1417 Lindenwood students have taken the exam since its inception through December, 1998. Across the state, the exam has been taken by about 68,801 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:
<table>
<thead>
<tr>
<th></th>
<th>Passing Rates</th>
<th>By Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Writing</td>
</tr>
<tr>
<td>Lindenwood</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>State</td>
<td>87%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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 significant enough to quote since the Lindenwood rate is significantly higher than the state results:

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindenwood</td>
<td>67%</td>
<td>85%</td>
<td>66%</td>
<td>60%</td>
<td>63%</td>
</tr>
<tr>
<td>State</td>
<td>56%</td>
<td>67%</td>
<td>47%</td>
<td>51%</td>
<td>61%</td>
</tr>
</tbody>
</table>

National Teacher Examination Results (Praxis)

In the four year period from September, 1994 through September, 1998; 248 Lindenwood students took the National Teachers' Examination. Two hundred thirty two (94%) of the 248 received a passing grade. At least ten 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 1997-1998 graduates was conducted in the winter of 1998. Graduates responded to 36 forced-choice questions and four open-ended question related to their teacher-preparation program. Analysis of responses revealed the following:

<table>
<thead>
<tr>
<th>Items Rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Superior</td>
</tr>
<tr>
<td>Adequate</td>
</tr>
<tr>
<td>Need Improvement</td>
</tr>
<tr>
<td>Weak</td>
</tr>
<tr>
<td>30%</td>
</tr>
<tr>
<td>41%</td>
</tr>
<tr>
<td>29%</td>
</tr>
<tr>
<td>0%</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

Employer Survey

A survey of building principals who employed recent Lindenwood University graduates was conducted in the winter of 1998. Employers responded to the ten forced-choice questions and one summary question related to the effectiveness of the teacher in the job setting. Analysis of responses revealed the following:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>30%</td>
<td>30%</td>
<td>5%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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.

Comprehensive Student Assessment Program
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.
A survey of graduate students who were 1997-1998 M.A. graduates was conducted in the Spring of 1998. 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.

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

1998-1999 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, NTE, Student and Employer Surveys) reveal no unique Comprehensive Student Assessment Program
patterns different from the Division composite. The Division will consider additional assessment tools directed specifically at Physical Education in the future.

Course Evaluation by Students

Students evaluate the perceived quality of each course and the effectiveness of each professor at the end of each term. For the Fall 1998 terms, ratings of the instructors in all Education/Physical Education courses revealed the following pattern:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Average</td>
<td>82.98%</td>
</tr>
<tr>
<td>Average</td>
<td>14.79%</td>
</tr>
<tr>
<td>Below Average</td>
<td>2.23%</td>
</tr>
</tbody>
</table>
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
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, 1998-99

I. Procedure and assessment criteria remain unchanged.

II. Assessment.

Overview: Seven students completed English degrees this year, 4 in literature, 1 in writing, and 2 in English/secondary education. Six were traditional college-aged students and one was a former marine. Six of them completed all of their college education at Lindenwood and one transferred from UMSL.

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Rank</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
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Comprehensive Student Assessment Program
Findings: The portfolios of two students were judged excellent (6). Of the two, one is continuing in graduate school (Washington University) in the fall, and the other plans to do doctoral work in international law in the near future. Each student entered the program with strong writing skills and consistently improved through the course of four years here. Both students were highly motivated, conscientious, and punctual. One student's writing was distinguished by a lively voice, while the other was methodical and serious. Each is clearly strong graduate school material. The student whose portfolio was rated 4 (good) was an English/Education major. Her work improved significantly over four years, under the particular tutelage of one English faculty member. She has a good grasp of style and voice and reaches for concepts that she cannot yet thoroughly develop. Her writing still evinces some problems with mechanics particularly when she is rushed. Three students received an average (3) rating on their portfolios. Of the three, one is an English/Education major whose work has consistent, careless, mechanical errors, apparently the result of a lack of attention and proofreading. Her discussions are more competent in response to specific assignments. A second student, rated 3, suffers from the distractions of full-time employment coupled with a full academic schedule. When he gives sufficient attention to his work, the results are thoughtful and competently executed. When not, his work suffers from inaccuracies and mechanical problems. The third student, rated three, has little imagination and does not respond to suggestions for improvements on first drafts. Her final drafts often contain mechanical errors and mediocre command of language. Finally, one student, a writing major, was rated as below average. This student was potentially competent but overly confident and inattentive to detail and instruction. Her work displayed sloppiness of mechanics, pedestrian ideas, and a lack of synthesis in her reading of critical material. One researched essay on a topic of great interest to her showed competence in both research and writing.

Recommendations:

We have achieved closer coordination of advising English/Education majors with the Humanities Dean and are working to address the mechanical weaknesses in their work. We are developing a course in grammar and the teaching of grammar specifically aimed at this group. Generally, problems with documentation continue, and are being addressed in a proposal for exit exams in both freshman composition courses. As before, some portfolios did not fully represent students' work. We continue in our search for a better method of insuring that English majors provide a copy of their papers from each course for their portfolios and also that advisors meet with graduating majors to assess their work.
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 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
Assessment of Ability and Knowledge
Spanish Language Major

Assessment of student academic progress in the Spanish language major evaluates the students' ability, knowledge, and understanding of Hispanic literature, language, and culture. The results of these assessments will be used to make needed modifications to enhance the effectiveness of the language program.

Required Comprehensive Examination

The faculty of the Lindenwood College Foreign Language Program has developed a one-credit hour required comprehensive examination for the Spanish major, in which students' skills in grammar, syntax, culture and civilization, history of the language, and literature will be assessed. The student must demonstrate, by means of this exam, that he or she has an enlightened understanding of the language, the literature, the people and their culture, by showing proficiency in reading with immediate comprehension, both prose and verse of average difficulty and mature content. This exam has also a written and oral component to assess the student's ability to write essays on a variety of subjects with clarity and correctness in vocabulary, idioms, and syntax, and to assess also the student's ability to speak with relative fluency in answer questions asked in the target language, in conformity with the ACTFL oral proficiency guidelines.

Preparation for the Comprehensive Exam:

So that the student will know what he or she will be responsible for, the faculty of the Foreign Language Program will provide the student with a required reading list consisting of histories of literature, anthologies, and representative works of the major authors in the field of prose, poetry, and drama. Many of these authors and works will be studied and discussed also in the survey and literature core courses of the French and Spanish major. Students will also receive a list of potential topics and questions based on the content of the reading list and the core course offerings.

Schedule of Comprehensive Examination

This comprehensive examination is offered every semester. Ideally, it will be taken in the Fall Semester of the senior year with the possibility of a make-up or reexamination to be taken in the middle of the Spring Semester of the Senior year.

The re-exam, however, will concentrate only on the section in which the students have shown weakness. There will be a range of scores to indicate the maximum and minimum points that a student can obtain.

1998-1999 Assessment Results

The University of Wisconsin tests were administered in the Spring and results will be analyzed at the end of August.
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

Comprehensive Student Assessment Program
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

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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 had in 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

Assessment of Ability and Knowledge
French Language Major

Assessment of student academic progress in the French language major will be undertaken to indicate the students’ ability, knowledge, and understanding of French literature, language, and culture.
Required Comprehensive Examination

The faculty of the Lindenwood College Foreign Language Program has developed a one-credit hour required comprehensive examination for the French major, in which students' skills in grammar, syntax, culture and civilization, history of the language, and literature will be assessed. The student must demonstrate, by means of this exam, that he or she has an enlightened understanding of the language, the literature, the people and their culture, by showing proficiency in reading with immediate comprehension, both prose and verse of average difficulty and mature content. This exam has also a written and oral component to assess the student's ability to write essays on a variety of subjects with clarity and correctness in vocabulary, idioms, and syntax, and to assess also the student’s ability to speak with relative fluency in answer questions asked in the target language, in conformity with the ACTFL oral proficiency guidelines.

Preparation for the Comprehensive Exam:

So that the student will know what he or she will be responsible for, the faculty of the Foreign Language Program will provide the student with a required reading list consisting of histories of literature, anthologies, and representative works of the major authors in the field of prose, poetry, and drama. Many of these authors and works will be studied and discussed also in the survey and literature core courses of the French and Spanish major. Students will also receive a list of potential topics and questions based on the content of the reading list and the core course offerings.

Schedule of Comprehensive Examination

This comprehensive examination is offered every semester. Ideally, it will be taken in the Fall Semester of the senior year with the possibility of a make-up or reexamination to be taken in the middle of the Spring Semester of the Senior year.

The re-exam, however, will concentrate only on the section in which the students have shown weakness. There will be a range of scores to indicate the maximum and minimum points that a student can obtain.

1998-1999 Assessment Results

We received the placement tests from the University of Wisconsin at the beginning of the Spring Semester, so the tests were not administered at the beginning of the Fall Semester in order to obtain a base score. Next year we plan to administer the tests to the intermediate and third-year classes at the beginning and end of the year in order to compare results. Administering the test to the elementary class at the beginning of the year would not be advisable other than for placement purposes because theoretically they have not studied the language previously. The results are as follows for the Spring Semester:

Elementary French

Grammar:

I counted 12 questions out of 32 on the grammar portion of the exam which apply to the grammar taught in the first year at Lindenwood, Elementary French 101 and 102. The scores ranged from 22 to 4 correct responses, with the percentages as follows:

- a score of 12 or higher: 46%
- a score of 11-9: 25%
- a score of 8 and lower: 28%

With 71% of the students scoring at an acceptable level, I am satisfied that the majority of the students are

Comprehensive Student Assessment Program
performing at the required proficiency on the grammar portion of the test. My plan for next year is to examine the frequency of questions missed concerning specific grammatical points such as direct objects, and adjust my teaching accordingly.

Reading Comprehension:

This portion of the exam was more difficult to assess since the readings in elementary French are rather short. I estimate that the students should attain a 40% correct response rate according to their reading proficiency and the difficulty of the questions. I suspect that they did not have enough time to adequately complete the test and therefore I would administer this part on a separate day next year. The results are as follows:

- a score of 40% or higher: 39%
- a score of 39%-28%: 42%
- a score of 27% or lower: 23%

I would prefer the score to be higher on the reading comprehension component, but it is very difficult to teach all aspects of language learning when the class meets only three times per week; ideally language courses would meet 4-5 times per week or include an additional lab component, which should be a matter for consideration in the future.

Intermediate French

Grammar:

I concluded that the intermediate students should attain a score of 20 correct responses (at the time the exam was given), and the scores were as follows:

- a score of 20 or higher: 30%
- a score of 19-17: 40%
- a score of 16 or lower: 30%

While the majority of students performed well, I would like to improve the scores for next year, and plan to assess which grammatical aspects need additional work. I plan to require the students to work more on computer aided exercises in order to obtain additional practice.

Reading Comprehension:

I concluded that the students should achieve a score of 60% or higher on the reading comprehension portion. As with the elementary level, I would administer this exam on a separate day since the time allotted was not adequate for a close reading. The scores were as follows:

- a score of 60% or higher: 75%
- a score of 59% or lower: 25%

I am satisfied with these results since they adequately reflect the large amount of time spent in reading various passages and short stories in intermediate French.

Recommendations:

Continued implementation of computer-aided instruction for additional exercises on grammar, and providing additional opportunities for review and practice of the language outside of class. A component needs to be added to assess oral proficiency, and that should be a major goal for next year. The proposed language lab would aid this endeavor substantially.
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 each program, both general and specific to the fields chosen by the student
2. a recognition that there are varying interpretations of the events of history, with an emphasis on specific interpretations relevant to the student’s specialization
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 non-western culture

Under Objective 1, 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

Comprehensive Student Assessment Program
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 current 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 being accomplished in two 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.
1998-1999 Assessment Results

Ongoing Syllabus/Examination analysis indicates that:

Course syllabi do reflect and carry into the classroom our goals and objectives.
Examinations do reflect material specified as important in the various syllabi.
History syllabi are matched to program goals and objectives.

The Comprehensive Examination was administered for the fourth time this year. Four graduating seniors took the exam in the Fall Semester and three during the Spring. The exam continues to be divided into six areas:

- Ancient World
- Medieval/Early Modern Europe
- Modern Europe
- The West and the World
- Early United States History
- 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 those 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.

The examination was given on a "Pass/Fail" basis, and all seven seniors passed, although one of these showed weakness in at least two areas and was asked to repeat these questions. In the fall of 1998 two students wrote examinations of markedly superior quality and were deemed to have passed with distinction. The following rubric was used for the first time this academic year and will be revised in future.

---

History 400 Assessment Form

The following form (or rubric) is used to grade individual’s essays. The numbers below indicate averages for the 1998-99 students who took History 400.

Scale: 1-5; 2 and below not passing

1. The Ancient World 4. The West and the World

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Comprehensive Student Assessment Program

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1. The student answered the questions completely.

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

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3. The student demonstrated a command of historical chronology.

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4. The student demonstrated an understanding of causation.

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5. The essay was well-organized.

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6. The essay had a minimum of gross grammatical errors.

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Averages | 3.9 | 3.9 | 4.3 | 4.1 | 4.3 | 4.2 |

Past examinations have indicated that students are best prepared to answer the questions on United States History and on Modern European History. This year’s results were similar. One noteworthy result was the generally acceptable or better scores which measure writing ability.

Preparation for Graduate School at Lindenwood

One very gratifying event was the report of the one student from our program who having graduated in May of 1998 went on to graduate school during 1998-99 at the University of Montana in Bozeman. He informed us that he felt better prepared than some of his fellow students from large state schools such as the University of Pennsylvania. Following our advice, he had read widely in a number of areas both in general and to supplement class readings. He reports that this combined with the close personal attention we were able to give him served him well. Preparation of students for graduate school is not our most important mission, but we are pleased none the less!
1. The student answered the questions completely.

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

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3. The student demonstrated a command of historical chronology.

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<tr>
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<td>3.7</td>
<td>4.3</td>
<td>4.3</td>
<td>4.4</td>
<td>4.3</td>
</tr>
</tbody>
</table>

4. The student demonstrated an understanding of causation.

<table>
<thead>
<tr>
<th>Question</th>
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<th>3</th>
<th>4</th>
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<td>Score</td>
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<td>4.2</td>
<td>4.3</td>
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<td>4.3</td>
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</tbody>
</table>

5. The essay was well-organized.

<table>
<thead>
<tr>
<th>Question</th>
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</table>

6. The essay had a minimum of gross grammatical errors.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
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</thead>
<tbody>
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<td>Score</td>
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<td>4.7</td>
<td>4.3</td>
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</tr>
</tbody>
</table>

Averages 3.9 3.9 4.3 4.1 4.3 4.2

Past examinations have indicated that students are best prepared to answer the questions on United States History and on Modern European History. This year's results were similar. One noteworthy result was the generally acceptable or better scores which measure writing ability.

Preparation for Graduate School at Lindenwood

One very gratifying event was the report of the one student from our program who having graduated in May of 1998 went on to graduate school during 1998-99 at the University of Montana in Bozeman. He informed us that he felt better prepared than some of his fellow students from large state schools such as the University of Pennsylvania. Following our advice, he had read widely in a number of areas both in general and to supplement class readings. He reports that this combined with the close personal attention we were able to give him served him well. Preparation of students for graduate school is not our most important mission, but we are pleased none the less.
Action for 1999-2000

-- Our students' continued relative success in United States history results from their being required to take the two-semester survey course covering U.S. History either at Lindenwood or elsewhere. This gives them the advantage of having the sweep of U.S. history in mind and provides a context in which to place more detailed information from advanced courses and reading. We expect to confer a similar advantage in European history with our required advanced survey of Europe from the Renaissance to the Present, although we will be better able to judge results after the above rubric has been in use for a year or two. We do see evidence that some fairly common deficiencies and misunderstandings in areas such as the industrial revolution, the reformation, and the development of capitalism are being remedied by this course.

-- In order to enable next year's students better to prepare for the comprehensive exams, the coordinating faculty member(s) will meet with them to determine areas in which they feel weak and make suggestions for additional reading and review. As well, the exams will be given earlier in the semester in order to provide more effective feedback to the students and give them the opportunity to retake areas in which they were deficient. Faculty will also undertake an extensive review of the questions. These steps should serve to provide our majors with the knowledge and skills to do well in the examination within a year or two. Doing well on the examination will be an indication that they are prepared to teach or move into graduate work.

-- A matter of concern throughout the country is the difficulties some students have with spelling, grammar, and organization of papers. During 1999-2000, we will continue to develop and revise our standardized format for all papers in history courses along with a standardized grading form. We will also institute a policy of returning papers with more than a few spelling and grammar mistakes. We will continue to establish portfolios of papers from our majors in order to determine their progress over time in mechanics and content. We will work closely with the English faculty in the establishing of our standards.

-- Continue and revise standardized objective testing in History 100 as an instrument to evaluate both our program and the General Education Program. We are switching to a new text for this coming year and the inevitable "shakedown cruise" problems will enable us further to coordinate our efforts.

-- During the academic year 1999-2000 we will institute a survey of our graduated students who are secondary social studies teachers in order to gain information how well we are preparing them.
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:

<table>
<thead>
<tr>
<th>Period</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient-Medieval</td>
<td>600 B.C.E. – 1350 C.E.</td>
</tr>
<tr>
<td>Modern Philosophy</td>
<td>1350 – 1850 C.E.</td>
</tr>
<tr>
<td>Contemporary Philosophy</td>
<td>1850 – Present</td>
</tr>
</tbody>
</table>

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

Comprehensive Student Assessment Program
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 of 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.
- Essay test 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 of essay responses or evaluations responses 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.
- To measure a sense of openness to and acceptance of other cultures and traditions very different from one's own, a final exam question in World Religions asks students to describe and define aspects of other religions that they find appealing or worthwhile. Roughly ninety percent of students indicate the ability to find something of value in another religion or tradition. A small percentage (approximately 5 - 8%) indicate 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 these attitudes.
- Test results 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. Course revisions 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.
- 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.

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:
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.
COMMUNICATIONS DIVISION

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 multi-cultural implications of global communication links through modern media systems

4. analyze the impact of evolving communication and media technology on modern communication systems 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 area of emphasis (see expectations A, B, and C)

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 law, including the legal implication of First Amendment, libel, copyright, and privacy issues
Expectations

A. Students with a Radio-Television 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 tape editing skills appropriate to professional production of radio commercials, promos, stories, music beds, 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 a Journalism emphasis will

1. apply advanced news gathering 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

Corporate Communication Major

Goals and Objectives

Goals

Students who successfully complete the requirements of the Corporate Communication 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 multi-cultural implications of global communication links through modern media systems

4. analyze the impact of evolving communication and media technology on modern communication systems in light of outstanding theories of human communication

5. explain the basic business administration principles of management, marketing, public relations, and advertising

Objectives

Students who successfully complete the requirements of the Corporate Communications major curriculum will be able to

1. identify major developments in the history of human and electronic communications systems; explain the functions of current communication systems; and predict the growth of future communication technologies

2. apply the fundamental principles of non-written human communication, including listening, non-verbal, interpersonal, small-group, and public speaking, in formal classroom assignments

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

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

5. operate basic video production equipment, produce a basic studio video production, and edit a music video

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

7. 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

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

9. 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

10. 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 majors utilizes COM 460, Senior Communications Seminar, which is required of all majors. Within that course, seniors are given an examination which measures the degree to which the students have been able to integrate the components of the major into a coherent whole. Each major will compile a professional portfolio comprising materials indicating competence in his/her particular area of interest.
1998-1999 Assessment Results

Some 35 students enrolled in COM 460 during the past academic year. On the comprehensive exam given in that course, some 33 of the 35 students scored satisfactory results, indicating an adequate knowledge of the components of the major. Of the 33, 7 students passed all 5 sections on their first try. The remaining 26 scored satisfactory results with a retake of one or more parts of the exam.

The portfolios of 34 of the 35 students were judged adequate. One student, who also failed to pass the comprehensive exam, did not submit a portfolio for assessment.

The cumulative, or longitudinal, impact of the Communication Division’s evolving assessment program has resulted in two recent, fundamental program changes. Two basic communication courses, “Fundamentals of Oral communication” (COM 110) and “Introduction to Mass Communication” have been restructured. Two new courses, both required of majors, beginning with the 1998-1999 academic year, have been added:

1. “Communications for the 21st Century” (COM 101) – comprising three emphases: computer technology, public speaking, and media literacy.
2. “Survey of Professional Media” (COM 130) – emphasizing the history and development of communications professions, including exploration of evolving professional options for graduates.

Results from the 1998-99 assessment are on file with the assessment officer.
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

Comprehensive Student Assessment Program
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

Comprehensive Student Assessment Program
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

Comprehensive Student Assessment Program
thesis exhibition, which must support their development as artists. An important part of the exhibition is the critique of the showing with the entire art faculty.

Assessment of Student Performance
Fall Semester 1998

The assessment is based on a consensus of Art Department faculty using performance records. Success in the program is dependent on 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 on 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. 186 A's, 59 B's, 23 C's, 5 D's, 9 F's, and 3 Incompletes was the numerical breakdown.

Out of 113 Art majors (includes graduate students)

a. 94.6% of all Art majors completed (109 out of 118) major course work for which they were enrolled in Fall 1997 and demonstrated artistic achievement through class work and enthusiastic, high-quality exhibition participation.

b. Of the remaining approximately 5.6%:

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, Academic Services 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 one D was caused by lack of participation, spotty attendance, and poor productivity. The faculty member was unable to persuade the student to make attendance a priority.

3. Three Incompletes were granted for reasons involving illness, economic changes, or family problems. It is uncertain that these students will successfully complete course work. The problems are often ongoing and beyond school resources to solve.

4. The balance of students with F grades suffered from a combination of poor attendance, 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 problems 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.
Assessment of methodology to Achieve Art Department Goals

The faculty of the Art Department believe the current practices and methods for achieving goals are working satisfactorily. We fine-tune our methods and have become more alert in spotting problems before they become endemic.

We hope to bring additional visiting artists to the program to enrich our students’ experience at Lindenwood. We have had two visiting artists bring new viewpoints, perspectives, and skills to our students. We believe that this will particularly enhance our ability to deliver on all art course goals 1, 2, 4, 6. For studio goals 1, 3, 4, 5. For the second time in over 20 years, a sculpture class had the opportunity to work in the lost wax bronze casting method. This represented a major learning opportunity for some of our art majors. Whenever possible, we engage former students and colleagues from other institutions to make presentations to our classes. In Photography we use field trips to important St. Louis studios and give students an opportunity to engage people in the industry.

Dr. Tillinger has encouraged the art students to form an art club. The club has been enthusiastically embraced by a number or 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, instituted the first public showing of the program’s product. Having a live community response to a year’s work was an intense, first hand learning experience for the participating students.

Students in art history courses were given the 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.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>186</td>
<td>59</td>
<td>23</td>
<td>5</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

Art Program Assessment
Spring Semester 1999

The assessment is based on a consensus of Art Department faculty using performance records. Success in the program is dependent on 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 on 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 299 grades were issued: 212 As, 57 Bs, 15 Cs, 6 Ds, 14 Fs, 3 Incompletes.

Out of 113 Art majors (includes graduate students):

a. 95% of all art majors completed (109 out of 113) major course work for which they were enrolled in Spring 1998 and demonstrated artistic achievement through class work and enthusiastic, high-quality participation in exhibitions.

b. Of the remaining approximately 5%:

1. A major source of F grades was failure of students to notify Registrar that they wished to drop a class. They became no-shows after a few meetings and neglected appropriate withdrawal action. Faculty are precluded from taking this step unilaterally. In all cases, Student Life Office was notified early in the semester to initiate intervention. In several cases our intervention succeeded in bringing a student back to class for successful completion of course work.
2. The Ds were caused by lack of participation, spotty attendance, poor productivity. The faculty members were unable to persuade these students to make attendance a priority.

3. Five Incompletes 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. Faculty try to advance supplies to assist students unable to buy their own.

4. The balance of students with F grades suffered from a combination of poor attendance and poor class performance demonstrated by inadequate research papers, failed examinations, studio assignments not completed or of unsatisfactory quality. All students were counseled by faculty to take corrective steps to improve attendance and class performance in order to achieve a satisfactory result. Faculty discussed methods of addressing these problems with each other. Sometimes a faculty member with a particularly troubled student had a colleague approach the student with remedial suggestions if the colleague had stronger ties with the student in question.

Assessment of Methodology To Achieve Art Department Goals

The faculty in the Art Program continue to believe that current practices and methods for achieving goals are working satisfactorily. We fine-tune our methods and have become more alert to spot problems before they become endemic.

We are continuing to make proposals to the administration to bring visiting artists to the program to enrich our students' experience at Lindenwood. The art faculty is committed to this concept. We utilize our contacts to attempt to bring in well known, enthusiastic artists who will enrich our students understanding of the importance of art. We believe that this will particularly enhance our ability to deliver on all art course goals 1, 2, 4, 6. For studio course goals 1, 3, 4, 5. We continued the sculpture class, which had the opportunity to work in the lost wax bronze casting method. This represented a major learning opportunity for some of our art majors. It continues to receive great enthusiasm and results in fine student art. We have temporarily lost our sculpture instructor, but will seek to overcome this loss with other program enrichment.

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.

Art students continue their enthusiasm for the Art Club. 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 to hold public showings of the program's products. Having a live community response to a year's work was an intense, first-hand learning experience for the participating students.

Students in art history classes were given the 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.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>212</td>
<td>57</td>
<td>15</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>
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

Comprehensive Student Assessment Program
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 included 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.

Music Program Assessment
Fall Semester 1998

The Music faculty assesses the undergraduate majors in both course work and musical performance. Successful progress was measured as having a grade of C or better. During the Fall Semester 80% of all Music majors
successfully completed curriculum requirements for which they were enrolled and demonstrated practical application through performances in departmental concerts, recitals, or juried performance examinations.

Of the remaining 12%:

All five of the students failed to maintain satisfactory academic progress in either courses in the major or all courses attempted. In fact all five of the students dropped out of the University in mid semester. All of the students were at least at junior standing, but had severe personal problems which directly led to their academic failure. All of the faculty in the music department had repeatedly offered counsel, advice and voiced concern to these students about their precarious academic and personal situations. Three of them had been in the Lindenwood mentor program for several semesters. However, none of these actions by the faculty could change their behavior.

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

\[ A = 62\% \quad B = 12\% \quad C = 12\% \quad D = 6\% \quad F = 8\% \]

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 syllabi and/or produce work expected.

Fall Semester Jury Assessment

Each of the students enrolled in private instrumental and vocal instruction performed a jury at the end of fall 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 then averaged together to determine their overall level of performance. An additional feature of the 1999 spring semester assessment will be a comparison between the 1998 fall semester jury scores and the 1999 spring semester jury scores.

The grade distribution of fall semester juries is as follows:

\[ A = 19 \text{ for } 41\% \quad B = 23 \text{ for } 50\% \quad C = 4 \text{ for } 9\% \quad D = 0 \quad F = 0 \]

Each of the students and private instructors will review the adjudication sheets and make plans to address any areas needing improvement. Therefore, private instruction spring semester 1999 will be directed in relationship to this assessment.

Observations on the Assessment Process

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 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 also played a jury performance Fall Semester, 1997. The grade distribution of those performances was as follows:

\[ A = 19 \text{ for } 41\% \quad B = 23 \text{ for } 50\% \quad C = 4 \text{ for } 9\% \quad D = 0 \quad F = 0 \]

Goals can be more accurately determined by the private instructors since problem areas have been documented on the jury assessment forms. This has been one of the most positive sets of scores for fall semester juries that we have gathered since starting the assessment process. 91% of performances were in the A and B levels. This was a truly outstanding semester. The Noon Hour Recital requirement was again successfully maintained. All students enrolled in private lessons were required both to attend 4 Noon Hour Recitals as members of the audience and to perform in an additional 2. 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 at the end of the fall
Semester 1998 was at an all time high with 98% of those enrolled for private lessons fulfilling both requirements. As students continue to attend and perform for their peers performance scores continue to improve. We are very pleased with these results.

2. 71% of the current music majors are involved in either teaching privately or performing professionally outside the Lindenwood campus. This statistic continues to reflect that the Assessment process is having a positive impact on our students.

3. Musical literacy is improving steadily as students respond positively to increased listening requirements in the music history and music literature classes.

Music Program Assessment
Spring Semester 1999

The Music faculty assesses the undergraduate majors in both course work and musical performance. Successful progress was measured as having a grade of C or better. During the Spring Semester 92% or 36 out of 39 Music Majors successfully completed curriculum requirements for which they were enrolled and demonstrated practical application through performances in departmental concerts, recitals, or jury performance examinations.

Of the remaining 8%:

One student will be advised to change majors due to a severe lack of fundamental talents necessary to perform, direct and teach music in the classroom. Many attempts have been made by the faculty to help this student; however, these efforts have been fruitless. Although dismissed from musical studies at another university for the same reasons before coming to Lindenwood, this student has done well in academic classes and will be advised to pursue another area of interest.

Ignoring faculty counsel to complete the semester in good standing, one student left 8 weeks before the end of the term to pursue other career opportunities.

One student seemed to give up toward the end of the semester with no explanation. This student has been contacted and is in the process of correcting his academic performance.

Grade distribution in course work offered by the Music Department directly related to degrees is as follows:

A = 54%  B = 14%  C = 17%  D = 5%  F = 10%

(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 Jury Assessment

Each of the students enrolled in private instrumental and vocal instruction performed a jury at the end of fall 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 then averaged together to determine their overall level of performance. Also
featured in the following Spring Semester assessment is a comparison between the 1998 Fall semester and 1999 Spring semester jury scores.

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

A=24 for 56%, B=13 for 30%, C=3 for 7%, D=1 for 2%, F=2 for 5%. 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 1999 will be directed in relationship to this assessment. 26 students took jury examinations both fall 1998 and Spring 1999 semesters. The focus and direction of their private lessons were determined in part from the results of the Performance Jury assessment examination and the end of fall semester, 1998. Of these 26 students 62% improved their musical performance in assessment juries at the end of Spring semester 1999. This is another proof that the assessment process is having a positive impact on our students.

Observations on the Assessment Process by Music Faculty

The Music Faculty continues to find the assessment process 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 1998 and Spring Semester 1999. Sixty-two % of the students improved their Spring Semester 1999 Jury examination assessment Scores. The improvements and growth of the musical performance of our students can be related directly in some ways to the Performance Jury assessment process.

2. The Noon Hour recital requirement was continued spring semester 1999 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 an additional 2 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 85%. This requirement continues to bolster the overall performance quality of Performance Jury assessment examinations. With 565 of the performances considered to be at the A level with 93% C level or better. Individual students' assessment forms are on file.

3. About 60% of the current music majors are involved in either teaching privately or performing professionally outside the Lindenwood campus. This statistic continues to reflect that the Assessment process is having a positive impact on our students.

4. As a result of information gathering tools administered to students to determine their familiarity with great masterpieces of musical art, the music history format was adapted to address documented 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.

5. Beginning Fall Semester 1999 all new students in music will be given a series of tests designed by music faculty. These tests will measure the students' overall musical knowledge dealing with subject matter we considered fundamental in order to be a viable and effective music educator and/or performer. The same tests will be administered during their final semester of study. Then the two tests will be compared. This test will become another assessment tool.
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:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>TA 100 (Theatre practicum) and/or</td>
</tr>
<tr>
<td></td>
<td>TA 102 (Performance practicum)</td>
</tr>
<tr>
<td>3</td>
<td>TA 101 Acting I</td>
</tr>
<tr>
<td>3</td>
<td>TA 111 Introduction to Technical Theatre I</td>
</tr>
<tr>
<td>3</td>
<td>TA 112 Introduction to Technical Theatre II</td>
</tr>
<tr>
<td>3</td>
<td>TA 206 Script Analysis</td>
</tr>
<tr>
<td>3</td>
<td>TA 216 Stage Makeup</td>
</tr>
<tr>
<td>3</td>
<td>TA 271 History of Performing Arts I</td>
</tr>
<tr>
<td>3</td>
<td>TA 272 History of Performing Arts II</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>TA 201 Acting II</td>
</tr>
<tr>
<td>3</td>
<td>TA 105 Stage Movement</td>
</tr>
<tr>
<td></td>
<td>or TA 140 Introduction to Dance</td>
</tr>
<tr>
<td>3</td>
<td>TA 204 Stage Voice</td>
</tr>
<tr>
<td>3</td>
<td>TA 306 Directing I</td>
</tr>
<tr>
<td>3</td>
<td>Dramatic Literature (chosen from advanced level Theatre or English courses)</td>
</tr>
<tr>
<td>3</td>
<td>Acting Studio selected from TA 301, 302, 401, 402</td>
</tr>
<tr>
<td>3</td>
<td>Theatre electives</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Art 106 Introduction to Design or Art 108 Color Theory and Design or Art 230 Introduction to Drawing</td>
</tr>
<tr>
<td>3</td>
<td>TA 306 Directing I</td>
</tr>
<tr>
<td>3</td>
<td>Dramatic Literature (chosen from advanced level Theatre or English courses)</td>
</tr>
<tr>
<td>3</td>
<td>Design Studio to be selected from Set Design (TA 307, 407), Lighting Design (TA 308, 408) or Costume Design (TA 309, 409)</td>
</tr>
<tr>
<td>3</td>
<td>Theatre Electives</td>
</tr>
</tbody>
</table>

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 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:

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

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 the participation of 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 525</td>
<td>Research Methods in Theatre</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 530</td>
<td>History of the Theatre I</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Comprehensive Student Assessment Program
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)
TA 600  Specialty Emphasis (18)

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 or 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 of B or better in all course work.

Theatre Program Assessment
Fall Semester 1998

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 course work. During the Fall Semester, 85% 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 42%

2 students failed to maintain satisfactory academic progress and did not contribute to productions. (These students will be closely monitored by faculty to help achieve academic success.)

36% students passed course work but did not make contributions to department productions. (Of this number 12% were working professionally in the field; 75% of students are professional educators who utilize their academic training in their jobs; the remaining 17% will be advised to become more actively involved in the application aspects of their education.)

2% did not participate or pass major course work. These students have decided to stay out a semester, with the option of return in the fall.

Grade distribution in the course work offered by the department is as follows:

A = 79%  B = 13%  C = 5%  D = 1%  F = 1%

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

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.

THEATRE PROGRAM ASSESSMENT—Spring 1999

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, 70% 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 30%

2 students failed to maintain satisfactory academic progress but did contribute to productions. (These students will be ineligible for participation until midterm of the Fall semester. At midterm, when grades are reported, the student may be eligible.)

Comprehensive Student Assessment Program
26 students passed coursework but did not make contributions to department productions. (Of this number 2 students were working professionally in the field; 13 students are professional educators who utilize their academic training in their jobs; 2 are graduating and have 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, 23% of all theatre majors secured professional employment in the field during the summer.

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

A=84%  B=20%  C=10%  D=.01%  F=.03%

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

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.

In addition, 7 graduating seniors were individually evaluated by criteria specifically related to their BA emphasis, i.e., performance (6), Design/Technical (1).

Performance students were evaluated via a performance in a production.

Evaluation criteria:
   a. an in-depth character analysis of the role
   b. faculty evaluation of performance for conviction, breadth and clarity
   c. full participation in the performance

Assessment
   a. quality of written work
   b. critical thinking
   c. videotapes of performances over time to reflect improvement in character
      voice
      movement
      professional behavior

The Design/Tech student was evaluated on theoretic makeup design for a production of Faust

Evaluation Criteria
   a. make-up design and renderings
   b. Oral justification of choices
   c. written description of application procedures

Assessment
   a. discussions with advisor
   b. improvement in rendering skills
   c. ability to clearly articulate orally
   d. working knowledge and effective communication orally and in writing
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 coursework through demonstration of applied knowledge in choreographing and performing. Students' final projects may include research papers, written performance critiques, and written examinations as well as demonstrations of technical skills and creativity.

The grades listed below are based on coursework and participation in two dance performance series. A total of 71 grades were given. The breakdown is:

A = 56  B = 90  C = 4  D = 0  F = 2

Out of 30 dance majors:

A. Melody Stringer was the first dance major to graduate with a BA in December, 1998. For her Senior Project she choreographed two dances for the Fall Concert. One was a tap quintet to non-traditional music. In addition, she as asked to choreograph a work appropriate for beginning and low intermediate dance students. Both dances were successfully completed, and demonstrated both creativity and an awareness of her dancers' capabilities.

B. All but one dance major successfully completed major coursework in S98. Class work consisted of an amalgam of technique, creative activity, and theoretical and historical analysis. In addition, their choreography and performance in two concerts demonstrated commitment, enthusiasm, and development.

C. The student who performed poorly had frequent absences and emotional problems. The student was counseled by all faculty members and given many opportunities for extra credit and to improve attendance. The Go Getem Office was also notified, and the student was encouraged to seek assistance, but to no avail.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Inc.</th>
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<tbody>
<tr>
<td>Totals</td>
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<td>9</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
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</table>

Dance Program Assessment
Spring semester, 1999

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 coursework through demonstration of applied knowledge by choreographing and performing. Students' final projects may include research papers, written performance critiques, and written examinations as well as demonstrations of technical skills and creativity. Courses which have a heavy basis in theory and factual content are also evaluated through written examinations.

The grades listed below are based on coursework and participation in two dance performance series. A total of 62 grades were given. 48 A's, 8 B's, 3 C's, 0 D's, 2 F's, 3 incompletes.

Out of 22 dance Majors

Comprehensive Student Assessment Program
A. Elizabeth Clymer graduated with a BA in May, 1999. For her Senior Project she choreographed a solo in a style new to her which represented a significant development in her performing abilities.

B. All but 2 dance majors successfully completed major course work in S99. Class work consisted of an amalgam of technique, creative activity, and theoretical and historical analysis. In addition, students' choreography and performance in two concerts demonstrated commitment, enthusiasm, and development. The Spring 1999 Dance Alive Showcase Concert showed greatly increased artistry and professionalism in performance demeanor. The Mid-America Dance Company Residency contributed greatly to this growth.

C. The student who performed poorly 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. The Go Getem office was also notified, and they were encouraged to seek assistance, but to no avail.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>INC</th>
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<tbody>
<tr>
<td>Totals</td>
<td>48</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
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</table>

ASSESSMENT OF DANCE PROGRAM PEDAGOGICAL METHODOLOGIES

In the second year of our new major, the dance program faculty members are pleased with the 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 plan to continue to provide opportunities for our students to have contact with the work of professional dance, helping them develop the variety of skills they will need to succeed in a highly competitive profession. The Paul Taylor Dance Company/Dance St. Louis residency and the Mid-America Dance Company partnership exemplify this approach.

Internships have also been instituted in area schools, dance studios, and with Mid-America dance Company.

In addition, students are advised to pursue minors and emphases in several areas such as business, athletic training, education, and psychology to further enhance their professional preparation. Interaction with other areas at Lindenwood is further enhanced by co-teaching in classes like Kinesiology.

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.
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.

Assessment of Chemistry Majors  Fall 1998- Spring 1999

Courses

CHM 151 and 151, General Chemistry I and II  These courses are the first in the sequence for Chemistry, Biology and health science majors. There were 3 hour exams, a comprehensive make-up exam, and a comprehensive final exam. There were 10 laboratory experiments in each semester constituting about 17% of the course grade. The final exam average in CHM151 was 65% and 37 out of 44 students enrolled received a grade of C or better. The final exam average in CHM152 was 63% and 24 out of 30 students enrolled received a grade of C or better.

CHM 161 and 162, General Chemistry Problem Solving I and II  These courses are discussion/tutorial courses designed to help students with the homework assignments in general chemistry. There were weekly short quizzes but no final exam. The average of the 12 quizzes in CHM 161 was 75% and 40 out of 44 enrolled received a grade of C or better. The average of the 12 quizzes in CHM162 was 69% and 25 of the 30 students enrolled received a grade of C or better.

CHM 361 and 362, Organic Chemistry I and II  Four unit exams were given in each course with an overall average of 54% in CHM 361 and 66% in CHM362. 20% of the course grade was determined from laboratory experiments. The final exam average in CHM361 was 47% and in CHM362 was 62%. 15 of the 16 students enrolled in CHM361 received a grade of C or better in CHM 361. 9 of 11 students enrolled in CHM362 received a grade of C or better in CHM362.

Most students were able to achieve the desired laboratory results and thus gaining confidence in understanding the reactions studied in the lecture portion of the class. Though many students failed to have a sense of which reactions are feasible. They felt there were too many reactions to remember and more drilling of the reactions will be required. To facilitate this drilling, computer software with interactive questions and answers have been installed.

CHM 371 Physical Chemistry  This course was offered in the fall term and enrolled 3 students. Three unit exams and six quizzes were given with an overall average of 51%. A comprehensive final was given with an average of 40%. 1 of 3 students received a grade of C or better. Some students had trouble recalling material which was covered in previous courses so more time will be spent in reviewing. There seemed to be a lack of work done by students outside of class.

CHM 388 Seminar  The students are required to prepare a paper and give a seminar on a topic of their choice. Students had trouble choosing appropriate topics and extracting literature from appropriate sources. Emphasis will be given to literature searching in the future. Students also seemed to have difficulty in tackling the "big project”. It will be helpful to divide the project into smaller pieces and have intermediate deadlines for the various portions of the project. There were three students enrolled and all received a grade of C or better.

Major Assessment

It was intended to administer a comprehensive exam as the students entered and exited the program to assess progress. The American Chemical Society standard exam was not obtained in time to administer to the students. This will begin in the Fall of 1999.

General Education Courses

In addition to CHM151 and 152, the chemistry department also offered Concepts of Chemistry to fulfill the general education requirement in physical science.
Concepts of Chemistry

Five sections of this course were offered. Four unit exams were given and a comprehensive final. The laboratory experiments consisted of 20% of the course grade.
65% of the students passed the class with a C or better.

More class time was used working examples of the gas laws and this seemed to improve the grades in this area. This was a weak area in the last several years. Comprehension of the inorganic nomenclature seemed weaker this year. More usage of this area throughout the course will hopefully improve this. The laboratories seemed to be helpful in reinforcing several of the topics.

Computer Science Program

Goals and Objectives

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


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:**

- 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

**COURSES:**

- CSC 407
- CSC 303, 304
- CSC 305
- CSC 101
- CSC 410
- CSC 304, 406
- CSC 101, 102, 408, 410, 220

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 1998**

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 1998.

The following matrix summarizes this assessment for the Computer Science majors (pre-engineering majors are also included) who took the following classes in Fall 1998.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>OTHER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 101.11</td>
<td>6</td>
<td>6</td>
<td>5</td>
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<td>17</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>66</td>
</tr>
</tbody>
</table>

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

21.2% at the A level  
28.8% at the B level  
25.8% at the C level  
9.1% at the D level  
7.6% at the F level  
7.6% Other (withdraw)

**NOTE:** 85.7% of students received A, B, or C in the classes above.

*CSC 101 - Computer Science I.* The class CSC 101 is used by many students to decide if they really want to major in Computer Science.

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**COMPUTER SCIENCE PROGRAM**  
**ASSESSMENT OF COMPUTER SCIENCE MAJORS**  
**FOR SPRING 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 Spring 1999.
The following matrix summarizes this assessment for the Computer Science majors (pre-engineering students are also included) who took the following classes in Spring 1999.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>OTHER</th>
<th>TOTAL</th>
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<td>CSC 101.11</td>
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<tr>
<td>TOTALS:</td>
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<td>14</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>68</td>
</tr>
</tbody>
</table>

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

- 30.9% at the A level
- 22.1% at the B level
- 20.6% at the C level
- 20.6% at the D level
- 2.9% at the F level
- 2.9% Other (withdrew)

**NOTE 1:** 78.5% of students received A, B, or C in the classes above

CSC 101 – Computer Science I The class CSC 101 is used by many students use to decide if they really want to major in Computer Science.

**2:** A different text has been selected for Fall 1999 for CSC 101. 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 will develop a(n):

1. understanding of 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. recognition of the interrelationships between areas of Mathematics
3. knowledge of basic skills and computational techniques
4. understanding of the nature of mathematical proof
5. ability to read, understand, apply, and develop Mathematics independently
6. knowledge of the historical development of Mathematics and an awareness of its dynamic nature
7. appreciation for applications of Mathematics in various disciplines
8. awareness of the rapidly changing technology that is available to the mathematician and the ability to make confident use of these tools
9. particularly for the Mathematics major planning to teach -- an understanding of the way in which mathematics is most effectively communicated to the variety of audiences which compose the classroom, and a recognition of Mathematics as a creative activity

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

1998 Fall Semester

General Education Mathematics Assessment

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 1998 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.

Grade Distribution

The following matrix summarizes the grade distribution for the general education mathematics courses during the 1998 fall semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>OTHER *</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 111</td>
<td>53</td>
<td>26</td>
<td>9</td>
<td>10</td>
<td>4</td>
<td>9</td>
<td>111</td>
</tr>
<tr>
<td>MTH 121</td>
<td>56</td>
<td>55</td>
<td>40</td>
<td>27</td>
<td>13</td>
<td>25</td>
<td>216</td>
</tr>
<tr>
<td>MTH 122</td>
<td>24</td>
<td>25</td>
<td>35</td>
<td>19</td>
<td>4</td>
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<td>131</td>
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<td>MTH 131</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>MTH 141</td>
<td>42</td>
<td>50</td>
<td>35</td>
<td>32</td>
<td>16</td>
<td>35</td>
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<td>MTH 151</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>9</td>
<td>12</td>
<td>32</td>
<td>119</td>
</tr>
<tr>
<td>MTH 152</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>4</td>
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<td>28</td>
</tr>
<tr>
<td>MTH 171</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>1</td>
<td>8</td>
<td>54</td>
</tr>
<tr>
<td>MTH 172</td>
<td>10</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>TOTAL</td>
<td>225</td>
<td>215</td>
<td>164</td>
<td>118</td>
<td>55</td>
<td>152</td>
<td>929</td>
</tr>
</tbody>
</table>

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

We had 4 sections of MTH 111 taught by 2 instructors, 7 sections of MTH 121 taught by 3 instructors, 4 sections of MTH 122 taught by 3 instructors, 1 section of MTH 131 taught by 1 instructor, 7 sections of MTH 141 taught by 5 instructors, 4 sections of MTH 151 taught by 2 instructors, 1 section of MTH 152 taught by 1 instructor, 2 sections of MTH 171 taught by 2 instructors, and 1 section of MTH 172 taught by 1 instructor. In summary, seventy-eight percent of the grades were passing. Since the final exam is part of each grade, we showed that the objectives of the courses are being met. 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.

Comprehensive Student Assessment Program  Page 94
Epilogue

The following list summarizes the compiled instructor comments at the end of the 1998 fall semester regarding those courses that are part of the mathematics general education requirement.

MTH 111 CONCEPTS IN MATHEMATICS(ED)
Content
- Covered the following: chapters 1-8
- Sections 12 and 21 did the first 2 sections in chapter 9.

Comments
- Book starts out on a fairly difficult level.
- There are many examples but they could be more relevant.

Recommendations
- One instructor would like to change the book.

Resolutions
- None.

MTH 121 CONTEMPORARY MATHEMATICS
Content
- Text: Excursions in Mathematics, 2nd edition, Tannenbaum and Arnold
- Sections 11 and 23 covered chapters 1, 4, 5, 6, and 12.
- All the other sections covered chapters 1, 4, 5, 13, and 14.

Comments
- Examples in the book are great.
- Most of the instructors like the book and the freedom to choose topics.

Recommendations
- None.

Resolutions
- None.

MTH 122 PRACTICAL MATHEMATICS FOR LIFE
Content
- Textbook: Contemporary Mathematics for Business and Consumers by Brechner.
- Covered chapters 4, 5, 6, 10, 11, 13, 14, 18, and 19.

Comments
- All sections reviewed the arithmetic chapters the first week and then the same departmental test was given to all sections. Those students scoring below 70% were tested again. Those who scored below 60% on the retest either dropped the class or signed a success contract and had their progress reviewed after 4 weeks. Some of those who dropped the class took an arithmetic refresher course for no credit and some added MTH 121. Those who chose to sign contracts ended up finishing the course.

Recommendations
- Do not give an arithmetic assessment test and retest because it took up the whole first week of class. Instructors could identify students with really poor arithmetic skills without a test. Also, students in the class get to use a calculator for all operations anyway.
Resolutions
• This is first time this course has been offered. It has been designed to substitute for the old MTH 111 to provide a more meaningful real life course for general education student.

MTH 131 QUANTITATIVE METHODS
Content
• Chapters 1 through 4.3 were covered and this was supplemented with material on non-linear functions and many calculator applications.
• We emphasized word problems that dealt with business situations.
• We did not make use of a computer to solve any problems.

Comments
• An algebra placement test was given on the first day of class, and students with low scores were advised to drop and take another course. Many did so which explains the high number of "other" grades.
• This class was well motivated and had good attendance.
• This is a more suitable book than the one that was used in previous semesters because the chapters could be followed in order, but it is still not ideal. The students have trouble with the variety of different types of problems in each exercise set. They only want problems just like the examples.
• A graphing calculator was required and the students learned to use them effectively.
• Most students bought calculators the recommended TI 82 or TI 83 but several did not have the owner's manual.
• The majority of the students were conscientious about doing homework.

Recommendations
• Emphasize that all classroom discussions will use the TI-83 graphing calculator and if a student chooses a different model, he/she will need to consult their owner's manual for directions.

Resolutions
• Look for a new book with more basic algebra sections to be used in the fall of 1999.
• Four regression projects were given using real data.

MTH 141 BASIC STATISTICS
Content
• Text: Elementary Statistics (3rd edition) by Bluman.
• Chapters 1 through 9 were covered.
• The optional sections were omitted.

Comments
• Objectives: To learn elementary probability theory, elementary descriptive statistics, and elementary inferential statistics.
• All instructors were satisfied with the text and want to continue to use it.

Recommendations
• Incorporate a project

Resolutions
• None.

MTH 151 COLLEGE ALGEBRA
Content
• Three of the sections covered chapters R, 1 (except 1.4 and 1.6), 2 (except 2.3), 3, 4.1 and 4.2.
• The fourth section covered chapters 1, 2, 3 (except 3.6), and 4.1 and 4.2.
• All sections sacrificed covering additional material to spend more time covering previous material that the students were having difficulty with.
• A graphing calculator was required.

Comments
• Students were poorly prepared for the class.
• The textbook was too difficult for the level of the students in the classes.
• The students had difficulty with everything.

Recommendations
• We need a "remedial" algebra course or an intermediate level algebra course for those students who need algebra for their majors but are unprepared.
• Find a new project oriented textbook.

Resolutions
• A placement test was given the first week of class and students who failed it were urged to drop the course and enroll in a different math course. If they needed College Algebra for their major, they were supposed to review their basic skills and take Algebra at a later time.

MTH 152 PRECALCULUS

Content
• Textbook: Precalculus With Graphing by Stevens.
• Covered chapters 2.1 - 2.5, 3.1 - 3.3, 4.1 - 4.2, 5.1 - 5.3, and 6.1 - 6.6.
• The content of the course includes learning how to use a graphing calculator, how to solve equations and inequalities of polynomials, rational functions, exponential and logarithmic functions. The students are also taught trigonometry.

Comments
• Although the students entering the class are expected to be well grounded in algebra, they often are not. More of the first part of the course is used teaching basic algebra than should be necessary. This makes it difficult to teach trigonometry adequately during the later part of the semester.
• Instructor thinks there is too much material to be covered in a 3 hour course.

Recommendations
• This instructor thinks the course should be for 5 hours of credit.
• The trigonometric portion of the course is not getting the attention it needs.

Resolutions
• The instructor did start with chapter 2 instead of chapter 1 this semester which gave him more time or other topics.

MTH 171 CALCULUS I

Content
• Textbook: Calculus by Larson, Hostetler, and Edwards.
• Covered the preview and chapters 1.1-1.5, 2.1 - 2.6, 3.1 - 3.5, 3.7- 3.10, 4.1 - 4.6, 5.1 and 5.2.
• A graphing calculator was required.

Comments
• One instructor hated the text because it was too dry and had too much material to cover in a short time.
• The other instructor liked the book because of its traditional nature.

Recommendations
Comprehensive Student Assessment Program
• Change textbooks again to a reform text.

Resolutions
• This is the first time that this text has been used and it is not the direction that the department wants to go. Special permission will be sought to change books even though the book has not been used for two years.

MTH 172 CALCUlUS II
Content
• Textbook: Calculus by Hughes-Hallet, et. al.
• Chapters 6, 7, 8, and 10 were covered. Any optional sections were omitted.
• A graphing calculator was required.

Comments
• None.

Recommendations
• None.

Resolutions
• The class was not scheduled at 8 A.M.

1998 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 1998 fall semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>OTHER*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 17</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>MTH 172</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>MTH 200</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>MTH 303</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>MTH 320</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>MTH 321</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>CSC 101</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>CSC 102</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>PHY 301</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
<td>22</td>
<td>18</td>
<td>7</td>
<td>2</td>
<td>14</td>
<td>88</td>
</tr>
</tbody>
</table>

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

In summary, 74% 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.
Epilogue
The following list summarizes the compiled instructor comments at the end of the 1997 fall semester regarding those courses that are part of the mathematics major.

MTH 171 CALCULUS I
Content
- Textbook: Calculus by Larson, Hostetler, and Edwards
- Covered chapters 1 - 5.
- A graphing calculator was required.

Comments
- One instructor hated the text because it was too dry and had too much material to cover in a short time.
- The other instructor liked it because of its traditional nature.

Recommendations
- Change textbooks again to a reform text

Resolutions
- This is the first time that this text has been used and it is not the direction that the department wants to go. Special permission will be sought to change books for next fall even though the book has not been used for two years.

MTH 172 CALCULUS II
Content
- Textbook: Calculus by Hughes-Hallet, et. al.
- Chapters 6, 7, 8, and 10 were covered. Any optional sections were omitted.
- A graphing calculator was required.

Comments
- None.

Recommendations
- None.

Resolutions
- The class was not offered at 8 A.M.

MTH 200 INTRODUCTION TO ADVANCED MATHEMATICS
Content
- Covered chapters 1 - 13.

Comments
- Students seemed to like the book.

Recommendations
- Don't cover case analysis separately.
- For real numbers, go through more proofs and concepts.

Resolutions
- MTH 200 will now be scheduled every semester.
MTH 303 CALCULUS III
Content
- Covered chapters 11 - 16 (except 15.6 and 15.8).

Comments
- Instructor did not like the book.
- No answers to odd numbered problems at back of book.
- Not enough "medium" difficulty level of problems.

Recommendations
- Change to a different book in all of Calculus I, II and III.
- Do not let people into Calculus III who do not show a comprehension of the material in Calculus I and II.
- Try to find students prior to MTH 303 who need to pursue a BA as opposed to a BS, or who need to consider obtaining a different degree.

Resolutions
- Students can no longer go into a sequential class without having a grade of C or better in the prerequisite course.

MTH 320 Algebraic Structures
Content
- Textbook: Abstract Algebra by Hungerford
- Topics covered included number theory, induction, rings, and fields.

Comments
- The main objective of such a course is to reveal the main mathematical structures that underlie and provide the basis for the development of algebra. The idea of the course was to introduce and use the structures beginning from examples and then abstracting from these examples. This is the reason that number theory is the starting point. This allows the use of the integers and its quotient rings as a family of examples which can then form the basis of studying other rings including the real and complex numbers as well as polynomials and the theory polynomial equations.

Recommendations
- Try not to get too discouraged at the comprehension level. Undergraduates find this material difficult. Applications to the structure of matter, cryptography, geometry as well as the internal applications to the theory of equations remain especially important.

Resolutions
- None.

MTH 321
Content
- Textbook: Discrete Math of Graph Theory by Goodaire and Parmenter.

Comments
- The instructor and students liked the book.

Recommendations
- Keep the text.

Resolutions
- None.
CSC 101 Computer Science I
No information available.

CSC 102 Computer Science II
Contents
- Textbook: Scheme and the Art of Programming by Springer and Friedman.
- Covered transition worksheets filling in the gaps in chapters 1 - 4, 5.1 - 5.6, 6.1 - 6.6, 7.2 - 7.5, 8.1 - 8.4, and supplemented matrices.

Comments
- This class had trouble with everything.
- Students didn't handle projects well. They didn't turn them in and/or they don't do their own work.

Recommendations
- Supplement the book more heavily.
- This book is now being used for both CSC101 and CSC102 so transition worksheets will not be needed in the future.

Resolutions
- Only Scheme and the Art of Programming will be used in the spring of 1998.
- Only students with a C or better in CSC101 can take this course.

PHY301 General Physics
Content

Comments
- None.

Recommendations
- None.

Resolutions
- None.

General education Mathematics assessment

1999 Spring Semester
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 spring 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 and MTH 172.

Grade Distribution
The following matrix summarizes the grade distribution for the general education mathematics courses during the 1999 spring semester.
We had 3 sections of MTH 111 taught by 2 instructors, 5 sections of MTH 121 taught by 2 instructors, 4 section of MTH 122 taught by 2 instructors, 1 section of MTH 131 taught by 1 instructor, 7 sections of MTH 141 taught by 4 instructors, 3 sections of MTH 151 taught by 2 instructors, 1 section of MTH 152 taught by 1 instructor, 1 section of MTH 171 taught by 1 instructor, and 2 sections of MTH 172 taught by 2 instructors. In summary, seventy-two percent of the grades were passing. Since the final exam is part of each grade, we showed that the objectives of the courses are being met. 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.

Mathematics Program Assessment

1999 Spring 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 spring semester.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>OTHER*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 171</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>1</td>
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<td>2</td>
</tr>
<tr>
<td>MTH 172</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>MTH 200</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>MTH 303</td>
<td>2</td>
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<td>0</td>
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<td>1</td>
<td>0</td>
<td>10</td>
<td></td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
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<td>0</td>
<td>0</td>
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<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>22</td>
<td>17</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>70</td>
</tr>
</tbody>
</table>

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

In summary, 80% 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.
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

Comprehensive Student Assessment Program
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.

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**Biology Program Assessment**

Assessment in biology is accomplished in the following ways:

1. Seniors take BIO401: Biology Review which emphasizes 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. Future offerings will be designed to improve deficiencies.

**1998-1999 Assessment Results**

1. Although we decided last year to eliminate the use of a curve in determining grades, in the end we resorted to a modified curve. Students were scattered in their response to the change. It encouraged some to prepare for testing more diligently. Others were intimidated by the challenge of putting so many topics together in a single 2 semester hour course.

2. 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, wherein students are tested over these materials in General Biology, Cell Biology, Genetics, and Plant Biology before taking Biology Review.

Comprehensive Student Assessment Program
3. We continue to have an information deficit concerning performance of students on GRE and pre-professional testing. We do know of students successfully entering graduate school and veterinary schools, so are informed of some successes.

4. Our efforts to turn a swamp into an outdoor classroom has stirred interest in independent research projects. Also, we have been able to place students in genome project work at Washington University with the result being renewed interest in research projects.

6. Ethical and historical aspects of biology have received a boost in student interest with the news announcements of various mammals having been cloned. Arguments about ownership of genes have had the same result, so it has been easier to involve students in ethical topics. Historical approaches are weak with the exception of discussions of Darwinism and the modeling of DNA. A History of Science class offered to education majors might be an idea for Biology. This will be discussed in the fall.
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 I: 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

Comprehensive Student Assessment Program
2. The ability to competently critique 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 behavioral 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.

Review of Old Assessment Procedure

In each of the past five years, 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.
2. 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.
3. 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 we used this year had the following features:

1. 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 our curriculum.

2. 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 overall 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):

   a. **Content fields:** abnormal, social, sensation and perception, biopsychology, learning, motivation, memory and cognition, statistics, personality, intelligence

   b. **Cognitive processes:** knowledge, comprehension, application, analysis, synthesis (evaluation not included)

   c. **Intelligences:** verbal-linguistic, logical-mathematical

1. We examined several possible correlates of exam scores to determine whether any specific dimension of the students' academic experience was predominantly associated with the test scores. We considered overall college grade-point average, grade-point average in psychology, grade-point average in natural science and mathematics, grades in Lindenwood's Social Science Statistics course, semester hours completed in psychology, and semester hours completed in natural science and mathematics.

1998-99 Assessment Results

**Overall Scores**
Twenty-eight students completed this year's 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 leads to the next part of our analysis.

**Scores by Cognitive Operations and Intelligences**
The breakdown of mean test scores by cognitive processes and type of intelligence tapped appears in the table immediately below this paragraph. The table also shows the mean for each combination of "process" and "intelligence" represented on the exam. (Note that no items represented the Logical-Mathematical expression of Knowledge or Synthesis.) Not unexpectedly, 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. Although Synthesis appears to have been utilized more skillfully than the other processes, that indication should not be taken too seriously, since it is based on just one test item. 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 reveals that the students managed test questions tapping more advanced processes slightly better than those assessing more elementary operations when Verbal-Linguistic capacity was evoked. However, Application and Analysis operations fared more poorly than basic Comprehension when Logical-Mathematical prowess was necessary for successful responding.
PERCENT CORRECT FOR EACH PROCESS/INTELLIGENCE-TYPE COMBINATION

<table>
<thead>
<tr>
<th>Cognitive Process</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Intelligences MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal-Linguistic</td>
<td>(45 questions)</td>
<td>(20 questions)</td>
<td>(8 questions)</td>
<td>(6 questions)</td>
<td>(1 question)</td>
<td>64.60%</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td>(No items)</td>
<td>(5 questions)</td>
<td>(12 questions)</td>
<td>(3 questions)</td>
<td>(No Items)</td>
<td>55.00%</td>
</tr>
<tr>
<td>Cognitive Process MEANS</td>
<td>63.89%</td>
<td>63.86%</td>
<td>57.86%</td>
<td>63.10%</td>
<td>71.43%</td>
<td>GRAND MEAN = 62.68%</td>
</tr>
</tbody>
</table>

Scores by Content Areas

The next table exhibits the mean percent correct for each of the content areas covered by the test. The 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 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 set of test items representing that area might be at fault. (We will examine that possibility.) In contrast, the lower mean in Sensation and Perception is not surprising, since that topic is not covered very extensively in our curriculum.

TOTAL PERCENT CORRECT FOR EACH AREA ASSESSED BY THE TEST

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>187/280</th>
<th>67%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Psychology</td>
<td>200/280</td>
<td>71%</td>
</tr>
<tr>
<td>Learning</td>
<td>190/280</td>
<td>68%</td>
</tr>
<tr>
<td>Memory</td>
<td>193/280</td>
<td>69%</td>
</tr>
<tr>
<td>Motivation</td>
<td>149/280</td>
<td>53%</td>
</tr>
<tr>
<td>Personality</td>
<td>199/280</td>
<td>71%</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>144/280</td>
<td>51%</td>
</tr>
<tr>
<td>Biopsychology</td>
<td>180/280</td>
<td>64%</td>
</tr>
<tr>
<td>Sensation and Perception</td>
<td>140/280</td>
<td>50%</td>
</tr>
<tr>
<td>Behavioral Statistics</td>
<td>171/280</td>
<td>61%</td>
</tr>
</tbody>
</table>

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:

2. 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).

3. 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.

4. 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

Comprehensive Student Assessment Program
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.

5. 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 dimension. This assumption generates the expectation that grades in Social Science Statistics should be strongly correlated with the test scores.

The linear correlation coefficients (Pearson r) for the relationships addressed by these assumptions are shown here in descending order of magnitude.

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Linear Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade in Social Science Statistics</td>
<td>.69</td>
</tr>
<tr>
<td>Overall College GPA</td>
<td>.66</td>
</tr>
<tr>
<td>Psychology GPA</td>
<td>.65</td>
</tr>
<tr>
<td>Natural Science &amp; Mathematics GPA</td>
<td>.58</td>
</tr>
<tr>
<td>Number Psychology Courses Taken</td>
<td>.35</td>
</tr>
<tr>
<td>Number of Science and Mathematics Courses Taken</td>
<td>.23</td>
</tr>
</tbody>
</table>

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

Conclusions and Action Plan

The outcomes of our new approach to assessment are somewhat informative, and they suggest 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 appears to have 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. Overall, our students performed strongly on a very challenging test, and, in doing so, demonstrated that our psychology curriculum is effective in conveying the important principles of the discipline to the talented population of students we serve.
4. In the realm of Verbal-Linguistic intelligence, our students exercised higher mental operations as competently as more fundamental skills. Indeed, in this sphere they did about as well as we can reasonably expect.
5. In the more abstract realm of Logical-Mathematical intelligence, the students' Application and Analysis processes were slightly less effective than we would like to see. This is of some concern, since it is the more general (i.e., abstract) principles that will be most useful in the course of a career. (There is nothing so practical as a good theory!). In our courses, we will allocate more time and effort to logical analyses and applications of principles and concepts.
6. 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.
7. 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.
8. 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.
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 for 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 1998-99

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:

Six students graduated with a Sociology or Anthropology degree during the 1998-99 academic year. We also had two 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," "very good," "good," "below average," and "unsatisfactory."

Two of the six students who majored in sociology were evaluated as having "excellent" portfolios. One of these students wants to pursue graduate work in the Religious Studies program at St. Louis University. This student had three majors, religion, communications and sociology. However, she is taking one year to work before she goes on to graduate school. The other student did a double major in sociology and religion. He has made an interesting choice for his career. He decided to work for the police force, and is going to the Police Academy at Mineral Area community college, which is a federally funded program. He wants to stay in this area and work for a local police department in the St. Louis area. Because of his broad based education he will make an outstanding candidate for the police force.

In both of these sociology major student portfolios, there was a very high level of competence with a good grasp of critical analysis. Two other sociology major student portfolios were also evaluated as "very good." These two students had a dual major in psychology and sociology. Their portfolios was rated as having both very good writing skills with some critical analysis.
One sociology major failed to turn in his final work in two of his advanced courses. Consequently, this student was ranked as “below average.” However, we agreed that this student was very bright, and probably lacked self-confidence regarding his written work.

The two Social Work students who graduated this year were ranked as having “excellent” portfolios. They were both non-traditional adult students, and were absolutely outstanding students. One of the Social Work majors is going on to a MSW program at the University of Missouri St. Louis. Out of 375 applicants she was one of 40 selected into the new MSW at the University of Missouri St. Louis. The other Social Work student who graduated in December had a Human Resource Management background, and went to work within that field. However, she wants to pursue a career as a social worker with the Hospice organization. She has also contemplated and is applying to local graduate schools of social work. We are confident that she will succeed with either option in social work.

FUTURE PLANS FOR ASSESSMENT:

We went through some programmatic changes this year. We have developed a Social Work major, and we have a full time faculty member for that program. We are in the process of developing courses for that program, especially at the upper division level. The major started this year with about thirty students. We hope to see this program grow quickly this year. Many of these students have a double major in both Human Services and Social Work, and we structured the program to draw on our strength in the Human Service area.

This new program in Social Work will admittedly take some new form of assessment. As the program grows, we will not be able to handle all of the students by collecting portfolios; a pre-, post-test for those entering the program and for those graduating from the program is likely to be instituted. In addition, we will undoubtedly re-focus on our program. The Sociology and Anthropology program will no longer have an applied dimension. The people who want to focus on the applied areas will probably select Social Work as a major. Thus, 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.

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.
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.

Comprehensive Student Assessment Program
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 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 is 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.

1998/1999 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 fall, 1998, Criminal Justice Systems class (CJ 210). This is an introductory "survey" class. The exam was given during the first week of the semester. This was
the first criminal justice course for most of the students, however, their were a number of students who had previously taken the Criminology course (CJ 200), or in a few instances, students who had already taken a couple criminal justice courses at other Colleges. A total of 25 students took the exam which is composed of 162 questions. The exam questions were taken from a testbank used in an introductory criminal justice textbook. The range of scores went from a low of 63 to a high of 87. Those students who indicated no prior criminal justice courses obtained a 71.8 average while those students who indicated they had already taken our other introductory course, Criminology (CJ 200) obtained an average score of 76.26. The "average" overall score for the entire class came out to be a 74.48.

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.

Each senior criminal justice major who graduated in either December of 1998 or in May of 1999 (or those who will graduate in August, 1999) was asked (some, on several occasions) to complete the same above exam. This is the "after" component. Thirteen of the twenty seven graduating students actually turned in the exams. The grades ranged from a low of 75 to a high of 135. The "average" score came out to be a 93.

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.

We advise all students to do the best they can on the assessment 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 contemplate continuing to use the "before" - "after" procedure. However, some current multiple choice and true false questions may be deleted and some new multiple choice and true/false questions added. Also, we are considering also assessing which criminal justice sub-fields senior students did well in and which sub-fields they experienced difficulty. we will then attempt to strengthen the classroom "content areas" in the sub-fields where senior students have experienced some difficulty on the assessment exam.
Management Division

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 1998-1999 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.

The student's final grade in BA 430 reflects whether said student has met the standards set by the Division of Management as a graduating senior.
Students Enrolled in BA 430

<table>
<thead>
<tr>
<th>Semester</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester 1998</td>
<td>45</td>
</tr>
<tr>
<td>Spring Semester 1999</td>
<td>51</td>
</tr>
<tr>
<td>Total for 1998-1999</td>
<td>96</td>
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</table>

Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A's</td>
<td>63</td>
<td>65.6%</td>
</tr>
<tr>
<td>B's</td>
<td>18</td>
<td>18.7%</td>
</tr>
<tr>
<td>C's</td>
<td>9</td>
<td>9.4%</td>
</tr>
<tr>
<td>D's</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>F's</td>
<td>5</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

Summary

84.3% of the students did an excellent job (A or B) meeting the division standards, 93.6% (A, B, or C) met the division standards, and 6.3% did not meet the division's expectations.

Portfolios of student work in the course will be collected and maintained for the faculty to evaluate the success of the major in accomplishing the four general Business Administration objectives.

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 other business majors and the Office of Alumni Affairs.

III. Curriculum

Subject to revision based on survey results, we consider the successful completion of the required 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 Management
- BA 350 Marketing
- BA 360 Business Law
- BA 211/212 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 Finance
- BA 200/201 Accounting

Comprehensive Student Assessment Program
BA 240 Introduction to Data Processing
BA 211/212 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 Management
- BA 350 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 Management
- BA 350 Marketing
- BA 360 Business Law
- BA 240 Introduction to Data Processing
- BA 200/201 Accounting
- BA 432 Management Ethics (elective)

Management Division
Sales/Marketing Major

The Sales/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, International Marketing, Pricing Strategies and Negotiations, Channels of Distribution, Advertising and Marketing Management and Planning. The goals of the Sales/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 sales, advertising, product management, marketing, international marketing, marketing research, and marketing management.

General Goals for Marketing Majors

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

2. Prepare students to become professional sales/marketing practitioners in diverse areas such as sales, advertising, public relations, product management, marketing management, marketing research, pricing strategy, and negotiations.

3. Prepare students to learn in a dynamic and global environment.
General Objectives for Marketing Majors

1. Sales/Marketing students will complete a basic curriculum in Sales/Marketing which focuses on the concepts of Sales/Marketing with a delivery method that allows for specialization at the undergraduate level through the selection of several undergraduate levels.

2. Sales/Marketing students will demonstrate competencies through an examination process in the capstone Marketing Management and Planning course. These competencies will be provided through selection of particular Sales/Marketing electives by students that will affect the nature and extent of additional preparation for sales and marketing certification examinations, if desired by the students.

3. Students will demonstrate the ability to place Sales and Marketing in the context of business and in the broader social context and explain sales and marketing's contributions to business and society.

4. Students will demonstrate 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. 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.

6. Students will demonstrate 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 Sales/Marketing Major

I. Capstone Course Evaluation

BA 453 Marketing Management and Planning is required of all Sales/Marketing majors and serves as a "capstone" course. Successful completion of this course requires the integration of general sales and marketing principles, advertising, consumer behavior, pricing strategies, negotiations, marketing research, marketing management, international marketing, business marketing, channels of distribution, and product management. The integration of these courses forms the basis for 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 Sales/Marketing major.

Sales/Marketing students will demonstrate competencies through a cumulative/comprehensive examination process in the capstone Marketing Management and Planning course after the marketing core courses are completed.

II. Survey of Graduates

Sales/Marketing major graduates will be surveyed regularly to establish our success in preparing them for meaningful sales, marketing, and business related careers. The survey results may lead to the reevaluation of course content and curriculum. These surveys will be coordinated with other business majors and the Office of Alumni Affairs.
III. Curriculum

Subject to revision based on survey results, we consider the successful completion of the required 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BA 350</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>BA 351</td>
<td>Marketing Information and Research</td>
</tr>
<tr>
<td>BA 355</td>
<td>Selling</td>
</tr>
<tr>
<td>BA 356</td>
<td>Pricing Strategies and Negotiations</td>
</tr>
<tr>
<td>BA 357</td>
<td>Channels of Distribution</td>
</tr>
<tr>
<td>BA 358</td>
<td>Advertising and Promotional Strategies</td>
</tr>
<tr>
<td>BA 451</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>BA 452</td>
<td>Principles of Public Relations</td>
</tr>
<tr>
<td>BA 453</td>
<td>Marketing Management and Planning</td>
</tr>
<tr>
<td>BA 458</td>
<td>International Marketing</td>
</tr>
<tr>
<td>BA 330</td>
<td>Management</td>
</tr>
<tr>
<td>BA 430</td>
<td>Management Policy</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BA 350</td>
<td>Principles of Marketing</td>
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<tr>
<td>BA 355</td>
<td>Selling</td>
</tr>
<tr>
<td>BA 356</td>
<td>Pricing Strategies and Negotiations</td>
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<tr>
<td>BA 453</td>
<td>Marketing Management and Planning</td>
</tr>
<tr>
<td>BA 320</td>
<td>Principles of Finance</td>
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<tr>
<td>BA 200/201</td>
<td>Accounting</td>
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<tr>
<td>BA 240</td>
<td>Introduction to Data Processing</td>
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<tr>
<td>BA 211/212</td>
<td>Economics</td>
</tr>
</tbody>
</table>

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:

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<tr>
<td>BA 458</td>
<td>International Marketing</td>
</tr>
<tr>
<td>BA 459</td>
<td>Directed/Independent Studies in Sales/Marketing</td>
</tr>
<tr>
<td>BA 430</td>
<td>Management Policy</td>
</tr>
<tr>
<td>BA 330</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>BA 211/212</td>
<td>Economics</td>
</tr>
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</table>

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)

1998-1999 Assessment Results

26 students graduated with a marketing major this year. Due to faculty changes, we are not aware of the specific performance of students in the BA 453 Marketing Capstone course, other than final grades of 70% A's, 22% B's, and 8% C's.

One new full time faculty member and two new part time adjunct instructors have been added to the sales/Marketing program for the 1999-2000 academic year. We anticipate a substantial growth to this program, with accurate and positive assessment results at the conclusion of the 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 377 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 service, 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. Brandi 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

Comprehensive Student Assessment Program
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

1996-1998 Assessment Results

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

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Accounting Major

The goals of the Accounting Major build upon the foundation of the general education and the general Business Administration components of the liberal arts degree program at Lindenwood. The following additional goals and objectives are enumerated for the Accounting Major.

General Goals

1. Preparation of students to become professional accountants in diverse areas such as public accounting, management accounting, and governmental and nonprofit accounting.
2. Teaching students how to learn, in order to adapt to and thrive as an accounting professional in an environment of rapid change and globalization

Objectives for Accounting Major

1. Students will complete a basic curriculum in accounting which stresses the concepts of Accounting in a format which allows for later specialization at the undergraduate level through the selection of several undergraduate accounting electives or at the graduate level

2. Students will demonstrate competencies as detailed in the course syllabi in Accounting courses which provide a general framework in accounting. Selection of particular Accounting electives by students will affect the nature and extent of additional preparation for particular certification examinations, if desired by the students

3. Students will be prepared to begin professional accounting careers, to gain acceptance to graduate programs, and to begin the certification process

4. Students will demonstrate skill development in decision-making, information system design and use, financial information use and reporting, and knowledge of the profession, including ethical considerations through written assignments, case analyses, presentations, and test

Accounting Major
Assessment

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

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

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

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

ASSESSMENT-ACCOUNTING MAJOR
1998-1999

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

Comprehensive Student Assessment Program
ASSESSMENT RESULTS-ACCOUNTING MAJOR
1998-1999

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:

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Spring 97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>79%</td>
<td>75%</td>
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<tr>
<td>Count</td>
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<td>54</td>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 97</th>
<th>Spring 98</th>
<th>Fall 98</th>
<th>Spring 99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
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<td>75%</td>
</tr>
<tr>
<td>Count</td>
<td>87</td>
<td>74</td>
<td>87</td>
<td>78</td>
</tr>
</tbody>
</table>

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.

**Principles of Financial/Managerial II:**

Version 1 of a cumulative examination prepared by Lindenwood faculty:

<table>
<thead>
<tr>
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<th>Fall 97</th>
<th>Spring 98</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
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<td>73%</td>
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<td>Count</td>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Spring 97</th>
<th>Fall 97</th>
<th>Spring 98</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>-</td>
<td>77%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Count</td>
<td>-</td>
<td>27</td>
<td>74</td>
<td>74</td>
</tr>
</tbody>
</table>

These results show satisfactory attainment of basic concepts related to accounting for the investing and financing areas of accounting. 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.

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 Comprehensive Student Assessment Program.
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.

4. 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.

Examination of trends and action items:

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

<table>
<thead>
<tr>
<th></th>
<th>92-93</th>
<th>93-94</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>67%</td>
<td>65%</td>
<td>73%</td>
<td>75%</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>Count</td>
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<td>70</td>
<td>100</td>
<td>147</td>
<td>155</td>
<td>161</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>165</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
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<td>72%</td>
<td>71%</td>
<td>70%</td>
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</tr>
<tr>
<td>Count</td>
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<td>56</td>
<td>86</td>
<td>81</td>
<td>74</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>93-94</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting-related</td>
<td>11</td>
<td>58%</td>
<td>14</td>
<td>70%</td>
</tr>
<tr>
<td>Graduate studies</td>
<td>2</td>
<td>11%</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Non-accounting related</td>
<td>5</td>
<td>26%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Could not contact</td>
<td>1</td>
<td>5%</td>
<td>3</td>
<td>15%</td>
</tr>
</tbody>
</table>

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

Management Information Systems 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 Management 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

   Supporting MIS courses:

   BA 340         Cobol Programming I
   BA 341         Cobol Programming II
   BA 342         Programming in Visual Basic
   BA 343/CSC301  Information Systems Programming in C++

2. Students will develop and demonstrate analytical and problem-solving skills through business-oriented hands-on system design and programming projects

   Supporting MIS courses:

   BA 340         Cobol Programming I
   BA 341         Cobol Programming II
   BA 342         Programming in Visual Basic
   BA 343/CSC301  Information Systems Programming in C++
   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

Comprehensive Student Assessment Program
Supporting MIS courses:

BA 340  Cobol Programming I
BA 341  Cobol Programming II
BA 342  Programming in Visual Basic
BA 343/CSC301  Information Systems Programming in C++
BA 441  Database Design and Management
BA 442  Principles of Systems Development

4. Students will demonstrate the ability to integrate their knowledge of business and liberal arts in solving MIS-related business problems

Supporting MIS courses:

BA 441  Database Design and Management
BA 442  Principles of Systems Development
BA 449  Directed Studies in MIS

5. Students will attain a level of preparation appropriate for continuous graduate studies in the area of MIS

Assessment of the MIS Major

Assessment of the MIS program will be accomplished in two ways:

I. 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 MIS major.

Portfolios of student work in the course will be collected and maintained to assess the fulfillment of the MIS program objectives.

II. Tracking of Employment Record

Regular surveys of MIS graduates will be conducted in coordination with the other business majors and the Office of Alumni Affairs to evaluate the success of the major in preparing students for professional careers in computer-based management information systems. The results of the survey will serve as a basis for curricular changes.

1998-1999 Assessment Results

15 students are currently pursuing a major in management information systems. One student graduated with a BA in Management Information Systems during the 1998-1999 academic year. He completed his degree requirements in May 1999 with an overall GPA of 3.6 and is pursuing his professional career in the military. Portfolio of his work in the capstone course Principles of Systems Development is maintained on file. Since the management information systems major is contingent upon successful completion of core requirements for business administration degree the student's portfolio in a capstone business course Management Policy (BA 430) is also maintained.

The program is undergoing revisions and curricular changes will be 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

To prepare students to be thinking and contributing members of the HumanResource 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, benefitting, developing, organizing, etc.)

Assessment of the Human Resource Major

I. Curriculum

The individual classes within the core program are designed to meet 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 331</td>
<td>Labor Relations Management</td>
</tr>
<tr>
<td>HRM 410</td>
<td>Personnel law</td>
</tr>
<tr>
<td>HRM 411</td>
<td>Compensation Management</td>
</tr>
<tr>
<td>BA 360</td>
<td>Business Law</td>
</tr>
</tbody>
</table>

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.

1998-1999 Assessment Results

We are in the process of developing a 360-degree assessment tool for the Human Resource majors. In addition to the surveys mentioned above we are forming a Human Resource advisory Board of Vice Presidents and Directors of Human Resource in major St. Louis area firms to assist in the work place needs identification, the comparison of current course work with other similar institutions, and student preparation and evaluation. We believe that this work will also assist in the updating and revising of the “Bingo” sheet used as a guideline for advising Human resource Management majors.
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 postgraduate 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.

Outcome assessment for Political Science and Public Management, 1998-1999

A. Political science

The professors in this academic discipline share several common objectives:
1. To use trade paperbacks (at least four per course) rather than textbooks and readers. The reason for this emphasis is to teach students to develop an understanding of a book's overall argument and supporting evidence.
2. To introduce students to articles in professional journals. This can be done more easily now that the university has EBSCO.
3. To teach students to appreciate our courses as part of the Political Science discipline and how thinking "analytically" as a political scientist can be applied from one course to another.
4. To require lengthy essay writing and often re-writing.
5. To prepare students for graduate and law school.

B. Public Management

The purpose of this program is:
1. To teach student that an interdisciplinary program (Political Science and Business Administration) can provide them with the skills to handle public service sector employment.
2. To prepare students for programs in Public Management and law school.

C. Shared emphasis of Political Science and Public Management

Students in both majors are required to take as a capstone course, PS 450 – Governmental research, which teaches students how to find and understand government data. Subsequently, students are taught various methods to evaluate and assess government programs using this primary source data.

D. Evaluation of the Political science and Public Management Program

A study was recently completed of our graduates beginning with the graduating class of 1995. The results are as follows.

1. No political science or public management graduate who attended law school has flunked out. Our graduates are at a variety of law schools around the country including: University of Missouri, Columbia; Saint Louis University; Gonzaga University; and St. Mary’s University. Recent graduates have been from the University of Missouri, Kansas City, and southern Illinois University.
2. 86% of our majors who applied to law school since 1995 have been accepted to law school.
3. Our mean score for all majors taking the Law school Entrance Test (LSAT) since 1995 (151.3) is slightly above the national mean (149.72, based on 1996-97 results reported in Interpretive Guide for LSAT Score Users, issued by the Law School Admissions Council.
4. 44% of our graduates since 1995 have either received a law degree or graduate degree, are still in graduate or law school, or have been accepted (class of 1999) and will begin law or graduate school at the end of the summer of 1999. This percentage will go up when several recent graduates attend law school after a “hiatus” from undergraduate studies.
5. Telephone conversations with our law school students have indicated that they feel prepared to handle the rigors of law school.
6. Only one major since 1995 received an MBA from Lindenwood and one more is currently completing a thesis. (Another major started our MBA but dropped out after receiving a job transfer to Texas.) Therefore, we are successfully preparing our students for “life after Lindenwood.”
Human Service Agency Management

Goals

The Lindenwood College 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 our 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 and 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. Qualitative and quantitative growth will enable Lindenwood to be the preferred source of graduate leadership for the nonprofit sector.

Our affiliation with American Humanics, Inc. dictates that our HSAM program measure up to the program goals of AH, Inc. In 1995 and again in 1997 the W. K. Kellogg Foundation funded a study conducted by AH, Inc. to determine the basic competencies of a future nonprofit professional. It is our desire to grow our students in these competency areas and thus prepare our graduates for the working world. Our objectives for the HSAM program match the competencies identified by the study.

Objectives

Graduates should:

1. demonstrate an ability to describe opportunities for careers in the nonprofit youth and human service management.

2. demonstrate effective verbal and nonverbal communication skills.

3. develop an effective resume, prepare appropriate job search correspondence, prepare for the interview process, and demonstrate an overall understanding of the job search process.

4. 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.

5. 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.

6. demonstrate an understanding of the adult and youth populations, their developmental needs, and effective methods of addressing those needs.

7. develop an understanding of board development in a nonprofit agency.

8. understand the fund development process and effective strategies to raise funds for the human service agency.

9. demonstrate an understanding of the human resource development and supervision.

Comprehensive Student Assessment Program
function in the human service agency.

10. 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.

11. demonstrate a general knowledge base for nonprofit accounting and financial management.

12. demonstrate an understanding of the marketing process and the marketing plan.

13. demonstrate the ability to create programs that effectively serve constituents.

14. demonstrate an understanding of risk management in the nonprofit area.


No formal assessment process was designed for the program as it is relatively new at Lindenwood. However, consider the following anecdotal evidence:

1. The program has grown from 22 students in 1995 to over 130 in May of 1999 prior to graduation.

2. The Master of Arts program, created in 1996, has grown to include over 30 graduate students.

3. American Humanics, the student organization 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.

4. Students operate several human service programs such as the Lindenwood Big Brothers, Big Sisters office, Boy Scout Explorer Post 9209, and Volunteer 5 at KSDK Channel 5.

5. Lindenwood is the only school with national representation on the American Humanics, Inc. Board of Directors.

Assessment/Measurement 1998-1999

A testing instrument will be developed and administered to students in the capstone course, Senior Synthesis. The instrument will be administered at the beginning of the 16-week course, and will be a multiple-choice tool that measures student understanding in the aforementioned program objectives. The results of the survey will be used to improve curriculum for subsequent years. Also, the Senior Synthesis teacher may address areas needing improvement during the sixteen weeks of the class.

Second, the quality of placement as well as the placement rate will be measured each year for the HSAM graduates in particular, beginning with the graduates of 1999.

Third, the American Humanics Campus Executive Director evaluation of the programs and services will be done annually starting May 21, 1999.
LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION

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 or certificate 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 programs at the undergraduate and graduate levels. There are goals and objectives which are common to all programs, and there are some goals and objectives which are specific to individual programs. 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.

Objectives By Program in LCIE

Gerontology:
1. The student will develop knowledge of the multifaceted nature of the developmental aging process, including biological, sociological, and psychological aspects.
2. The student will develop knowledge of public policies serving the aged and the influence of policy on the delivery of service.
3. The student will develop the ability to conduct, use, and disseminate applied research to gerontological practice.
4. The student will develop the ability to apply critical thinking, problem solving, and interpersonal communications to gerontological practice.
5. The student will develop the ability to work effectively with other professionals to provide services and resources for older adults, families, and communities across the aging continuum.

Communications:
1. The student will develop knowledge of major thinkers in the field of concentration through discussion and assigned readings and class participation and through library and investigative research.
2. The student will develop the ability to apply knowledge and skills to specific problems and issues through construction of practical media and corporate communications projects and by developing an understanding of related technologies.

Business (Includes M.B.A. and specialty areas):
1. The student will develop an understanding of the basic concepts, principles, philosophies, and applications in the areas of Accounting, Finance, Management, Marketing, Economics, Business Law, and Personal Finance.
2. The student will apply the knowledge and skills to specific corporate problems and/or general issues in business.

Valuation Science:
1. The student will obtain interdisciplinary knowledge of appraisal principles, procedures, and methodology.
2. The student will gain knowledge of contemporary global socio-economic value influences.
3. The student will gain knowledge of motivation and valuing of consumer and industrial behavior.
4. The student will gain knowledge of economics, business law, and other topics relative to appraisal.
5. The student will gain interdisciplinary knowledge and skills in financial and investment analysis.
Human Resource Management:

1. The student will understand basic concepts, principles, philosophies, and applications in the areas of Accounting, Finance, Management, Supervision, Training and Development, Conflict Resolution, Employment Selection and Retention, Compensation Benefits, Labor Economics, Performance Appraisal, and Legal issues.

2. The student will apply knowledge and skills to specific corporate human resource problems and/or general issues in the management of people at work.

Counseling:

1. The student will function effectively and ethically in the community.

2. The student will apply theoretical knowledge to actual individual and group counseling settings.

3. The student will meet the normal developmental needs and concerns of individuals.

4. The student will demonstrate knowledge of the use of appraisal instruments and test interpretation.

5. The student will produce an original culminating project (thesis) which demonstrates competency in designing, conducting, and evaluating quantitative, qualitative, and/or philosophical/theoretical research in professional or school counseling.

Health Management:

1. The student will relate management theories and organizational concepts to his or her own needs and environment and discuss ethical problems commonly encountered in health care.

2. The student will expand his or her knowledge and understanding of problems and issues associated with the health care field from a broader perspective as he or she shares ideas, experience, and research studies.

3. The student will develop a basic understanding of marketing concepts and strategies.

4. The student will develop a basic knowledge of accounting practices and principles.

5. The student will complete an elective cluster to expand knowledge in a selected area of interest.

Human Service Agency Management:

1. The student will develop competence in the functional areas of business as they apply to the eleemosynary organization.

2. The student will understand the importance of voluntarism in a democratic society.

3. The student will develop an area of applied concentration through targeted course work and practicum assignments.

4. The student will understand the process and function of fund raising campaigns and membership drives.

5. The student will understand the importance of community relations and the elements of public relations as a process and skill.
LCIE Assessment

The LCIE delivery format follows a Socratic pedagogic model. Each student is required to meet with his or her faculty advisor twice each term. During those meetings, the advisor reviews the student’s work and engages the student in a discussion of the content of the coursework for which the student is enrolled that term. From these discussions, the advisor is able to assess 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.

Advisors keep records of the mentoring process in the student file. The following checklist assists the advisor in following the student's progress.

### FACULTY ADVISOR CHECKLIST

<table>
<thead>
<tr>
<th>NAME</th>
<th>PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVISOR</td>
<td></td>
</tr>
</tbody>
</table>

| TERM | | | | | | |
|------|------|------|------|------|
| COLLOQUIUM | | | | |
| ADVISING MEETINGS (1,2,...) | | | | |
| PRACTICA, OTHER EXPERIENCES | | | | |
| GRADES FOR CURRENT CLUSTER | | | | |
| CURRENT GPA | | | | |
| COMMENTS FROM FACULTY SPONSOR SUMMARY EVALUATIONS | | | | |

Comprehensive Student Assessment Program
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 apply theory to 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 generates the following report.

**CULMINATING PROJECT ASSESSMENT REPORT**

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Graduation Date</th>
<th>Advisor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Average (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical Sophistication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates to Major</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Comprehensive Student Assessment Program
The advisor assigns values 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, and the grades received in capstone courses, using the following form.

<table>
<thead>
<tr>
<th>Major</th>
<th>No. of Graduates</th>
<th>Average of Culminating Project Ratings</th>
<th>Capstone Course Students Receiving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grad</td>
<td>UnderGrad</td>
<td>Grad</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commun</td>
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<td></td>
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<tr>
<td>HRM</td>
<td></td>
<td></td>
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<tr>
<td>Gerontology</td>
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<td></td>
<td></td>
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<tr>
<td>Health Mgmt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Val. Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This system replaced a more cumbersome method of reporting that was ineffective in producing meaningful data. A summary of the results for the 1998-1999 academic year follows.

<table>
<thead>
<tr>
<th>Major</th>
<th>No. of Graduates*</th>
<th>Average of Culminating Project Ratings</th>
<th>Capstone Course ** Students Receiving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grad</td>
<td>UnderGrad</td>
<td>Grad</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td>Commun</td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>HRM</td>
<td></td>
<td></td>
<td>3.4</td>
</tr>
<tr>
<td>Gerontology</td>
<td></td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>Health Mgmt</td>
<td></td>
<td></td>
<td>3.6</td>
</tr>
<tr>
<td>Val. Science</td>
<td></td>
<td></td>
<td>3.8</td>
</tr>
</tbody>
</table>

*The results for the 1998-1999 academic year do not reflect the total number of graduates in LCIE during that year due to the process of converting to the new system. The averages reported represent data from the summer, fall and winter quarters as advisors began to implement the system.
**The option of doing a capstone course and additional coursework instead of a culminating project at the graduate level was implemented during this academic year. Many students who had successfully completed their coursework but were unwilling or unable to complete their culminating projects returned to graduate under the new option.

The culminating project assessment report provides quantitative data. The faculty advisor collects both quantitative and qualitative data as the student progresses through the program. A combination of continuous assessment of LCIE students and programs has always been integral to the program, providing a reliable picture of its success in reaching its goals.

ASSESSMENT INFORMATION FOR LCIE COUNSELING PROGRAM

We collected assessment scores on a 40 item instrument which sampled the core areas necessary for accreditation of our counseling program. The instrument was developed from sample questions on the National exam from the American Counseling Association. 47 beginning counseling students were assessed in the Fall of '99 and 19 students who were completing a thesis were assessed in the Fall of '99. We were not able to have pre and post-test scores on the same students since this assessment procedure has not been in place for the three years necessary to complete the degree.

The range of scores from the beginning group (n=47) was 12-29 with a mean of 19.205. The range of scores from the group completing a thesis (n=19) was 19-30 with a mean of 24.6.

In an effort to use national norms for the assessment procedures and to meet new DESE accreditation requirements, we plan to use a national exam beginning with all school counseling graduates May 2000. We are also inviting the professional counseling students to voluntarily take the test. We will use the Counseling Preparation Comprehensive Exam (CPCE). The first two years of administration we will be developing norms for use later on as part of our graduation requirements.

In addition to the CPCE exam, students must complete a 5 chapter quantitative thesis as per the standards of three committee members.

Data from a survey of 81 graduates of the program asking them to assess individual courses and the usefulness of the program in their employment and further graduate work are available on file with the assessment officer.
CAMPUS LIFE PROGRAM

Campus Life Program Goals and Objectives

The Campus Life Program has a number of goals which flow from the College mission statement.

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

Assessment:

1. Assess the number of spiritual- and service-related activities and the level of student participation.
   A. The Fellowship of Christian Athletes (F.C.A.) is a social, training, and service organization that involves 16 students.
   B. A local chapter of the national organization, Campus Crusade for Christ, involves around thirty students in Bible studies and community service. In January, fifteen students participated in the mission and service trip that allowed students to spend a week in another area of the country.
   C. Lindenwood Christian Fellowship (LCF) provides social activities, studies, and service opportunities that involve 30-40 students.
   D. The Chaplain of the College (C.S.U.) provides counseling and referral to local churches and 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 ten took part in leadership and training events, and two took part in a national competition for scholarships in religious studies.
   F. The Career Development Office maintains a listing of employment and volunteer opportunities in community and church service agencies. Thirty to thirty-five students participated this past year in obtaining placements in church summer camps, children’s programs, Christian education/youth ministry internships, and summer mission work.

2. Assess the number of students who participate in the Community Work Service Program.

   In the Fall Semester fifty-eight students participated and in the Spring Semester six new students took part.

Goal: To provide students with life-long learning opportunities through practical work experiences.

Assessment:

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: 265 nominations/228 awarded
Spring: 280 nominations/201 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: 1543 Spring: 1263

In the Community Work Service Program/America Reads Program, the numbers of students were
Fall: 43 Spring: 55

The total hours to be worked by the students (expected):
Fall: 216,106 Spring: 142,087.5

The total hours worked by students:
Fall: 173,587.5 Spring: 120,605

Performance percentage for student's hours worked:
Fall: 72.3% Spring: 68%

Goal: Increase career awareness, and provide career planning and placement opportunities that will lead to employment or graduate school.

Assessment:

1. Determine the number of students who participated in career planning and placement activities.

For 1998-1999, Career Development listed approximately 2,500 job postings and assisted in the creation of over 400 resumes, provided testing services for approximately 200 students, and provided individual career counseling for approximately 50 students/alumni.

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

895 of the graduates featured in the 1998 LIONetwork Placement Catalogue were placed in full-time employment or graduate school within four months of commencement.

One hundred percent of December, 1998 graduates who participated in the Talent Transcript Program were placed in full-time positions or graduate school.

54% percent of the 1998-1999 participants found employment or were admitted to a graduate program by June 15, 1999.

3. Determine the number of students who were placed in employment and/or graduate school within six months of graduation.
Ninety-eight percent of those individuals who participated in the 1996-1997 Talent Transcript program (LIONetwork) were placed in a full-time position or graduate school by six months after graduation.

One hundred percent of December, 1997 graduates who participated in the Talent Transcript Program were placed in full-time positions or graduate school.

4. 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 1998-1999. (A 25% increase from 1997-1998.) This includes one-on-one exploration/planning, review of job opportunities listings, requests of resumes, and company/occupation research.

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

Nine Senior Countdown Workshops were offered for graduating students in September 1998 and were utilized by approximately 126 students. (A 25% increase from 1997-1998.)

Approximately 350 students and 75 employers were in attendance on Career Day in March. (A 75% increase in student participation)

The Education Department sponsored placement interviewing for prospective teachers over a period of two days in February.

Through the Gateway Placement Association, Lindenwood helped sponsor the Gateway to Careers Job Fair and the Last-Minute Teacher Placement Day.

Goal: To increase levels of social interaction and student leadership through student involvement in extracurricular activities.

Assessment:

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

The 1998-1999 school year proved to be outstanding in the area of club and organization growth. Many new organizations were formed, including Roller hockey, Climbing Wall Club, Swing Dancing, Line Dancing and an Explorer Post. There were between 55-57% of the student population participating in some recreational activity course, sponsored organization or student activity. Within the residential population, this statistic rises to almost 90%. In addition to this growth, Butler Centre was created and used as the Student Union. Butler Centre housed many events, has a newly created climbing wall and the student mail boxes.

There was an average of 45 activities per month throughout the academic year. Some of our most exciting events included: Freshman Day, Welcome Week, Parents’ Weekend, Homecoming Weekend, alumna Weekend, Christmas Walk, Cotillion, and Spring fling. Many well-attended smaller events included the Stop Light Café, LU Palooza, Greek Week, Cardinal Baseball Nights, shopping events, conventions, Daniel Boone Home day and many other field trips.
2. Measure the growth of activities and social organizations at Lindenwood.

The following student organizations were active on campus during the 1997-1998 year with the number of members:

**Fraternities and Sororities**

- Alpha Sigma Alpha (Colony 1996) 43
- Alpha Sigma Phi (Chartered 1996) 45
- Delta Zeta 52
- Greek Council 8
- Panhellenic Association 8

**Honorary Organizations**

- Alpha Epsilon Rho National Broadcasting Society 30
- Alpha Lambda Delta Honor Society 71
- Alpha Sigma Tau Senior Honors Society All seniors with 3.5 G.P.A.
- Delta Epsilon Chi Honor Society 11
- Kappa Delta Pi Honor Society (Education) 97
- Lindenscroll Service Honorary 27
- Psi Chi Honor Society (Psychology) 14
- Pi Delta Phi Honor Society (French) 17
- Pi Gamma Mu 8
- Sigma Tua Delta Honor Society 12

**Academically Affiliated Organizations**

- Accounting Club 20
- Easton Debating Society 10
- Fine Arts (Art Club) 15
- History Club 15
- Honors Program 37
- Marketing Club 20
- Math and Computer Club 13
- Pre-Professional Club 23
Roots and Shoots (Biology) 9

Religious Organizations

Campus Crusade for Christ 30
Fellowship of Christian Athletes 20
Lindenwood Christian Fellowship 23

Service Organizations

Alpha Phi Omega 17
Ambassadors 25
American Humanics Student Association 87
Explorers 9209 Post 41
Circle K 37
Lindenwood Student Government Association 50

Special Interest Organizations

Cheerleaders 20
Fashion club 8
Intercultural Society 25
Karate Club 6
Lion Line Dance Squad 25
Nexus 34
Psychology Interest Group 19
Spirit Squad 22

The following breakdown on athletic participation was derived from the NAIA Eligibility Certification Reports.

Fall

Football 137
Men’s Tennis 15
Women’s Tennis 12

Comprehensive Student Assessment Program
<table>
<thead>
<tr>
<th>Sport</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Soccer</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Soccer</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's Cross Country</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Cross Country</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fall</strong></td>
<td>289</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>24</td>
<td></td>
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<tr>
<td>Women's Basketball</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's Indoor Track</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Indoor Track</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women Swimming and Diving</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's Swimming and Diving</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Winter</strong></td>
<td>232</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's Outdoor Track</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Outdoor Track</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's Golf</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Golf</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's Tennis</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>12</td>
<td></td>
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<tr>
<td><strong>Total Spring</strong></td>
<td>240</td>
<td></td>
<td></td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>761</td>
<td></td>
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</tbody>
</table>
Assessing the Assessment Program

Assessing Assessment

The program described in this current document went into full effect with the Fall Semester, 1992. 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 five 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 Review 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 has begun with World History and will next include an exit examination for the English Composition series.

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 is being improved to address and improve Lindenwood students already good success rates in the Praxis examinations.

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.

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.

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 is developing 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. Assessment of individual programs will be subsumed under the various divisions during the next academic year.
For the next academic year's document the Assessment Officer and the Assessment Review Committee will work to:

- 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 learning culture.