ACCOUNTING

Mission and Structure

The purpose of the Accounting Major at Monmouth College is to provide our students with a fundamental understanding of the discipline of accounting and its relationship to society in the modern global world. The program focuses on the skills needed by students to be able to provide useful information to the users of financial information. This also provides the student with the qualifications needed to sit for the Certified Public Accounting and the Certified Management Accounting examinations.

An emphasis is placed on the accounting skills needed to (1) analyze, (2) record, (3) quantify, (4) accumulate, (5) summarize, (6) classify, (7) report, and (8) interpret events and their financial effects on an organization. Other skills which are developed within the program that are integral in liberal arts education include: (1) critical thinking ability, (2) problem solving ability, (3) effective writing, (4) effective oral communication, (5) quantitative analysis, (6) computer literacy, (7) library and information technology competence, and (8) values and ethics awareness.

The study of accounting supports the purposes and goals of Monmouth College. Accounting prepares students for rewarding careers as professional accountants. In these positions, graduates can serve as leaders of both their business organizations and in their communities. To be a successful accountant, majors must master the technical skills of critical analysis and they must critically evaluate the ethical implications of the decisions they make. The improved written and oral communication skills that accounting graduates acquire during their course work is also an essential component of the Monmouth educational process.

# American Accounting Association: Outcomes Assessment Committee (1993)
The program has five components:

1. Analytical tools
   - MATH 106: Introductory Statistics
   - BUSI 211/212: Quantitative Methods I/II

2. Theory of Industry and Business
   - BUSI 110: Evolution of Commercial Institutions
   - BUSI 305 or 307: Administration or Marketing
   - ECON 200: Principles of Economics

3. Accounting and Financial Techniques
   - ACCT 213: Financial Accounting
   - ACCT 214: Managerial Accounting
   - ACCT 353/354: Intermediate Accounting I/II
   - ACCT 304: Accounting for Decision Making and Control
   - BUSI 306: Business Finance

4. Specialized Accounting Applications
   - BUSI 322: Business Law
   - ACCT 363: Tax Accounting
   - ACCT 373: Advanced Accounting*
   - ACCT 374: Auditing
   - ACCT 383: Accounting Information Systems*
   *(Electives)

5. Integrative Capstone Course
   - ACCT 403: Contemporary Accounting Issues
### Assessment of Major Goals

<table>
<thead>
<tr>
<th>Goals</th>
<th>Most Relevant Courses</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the skills to understand problem solving and quantitative analysis.</td>
<td>MATH 106, BUSI 211/212</td>
<td>Examinations, papers and projects</td>
</tr>
<tr>
<td>Understand the relationship between accounting and other disciplines.</td>
<td>BUSI 110, 305, 396, 307, ECON 200</td>
<td>Examinations, papers and discussions</td>
</tr>
<tr>
<td>Understand accounting methods and their application in order to provide users with useful financial information.</td>
<td>All ACCT courses</td>
<td>Projects, examinations papers and independent research</td>
</tr>
<tr>
<td>Communicate effectively in the discipline both written and oral.</td>
<td>All courses</td>
<td>Discussions, papers, presentations and examinations</td>
</tr>
<tr>
<td>Develop skills in computers and information technology.</td>
<td>ACCT 213, 214, 383</td>
<td>Projects, examinations and papers</td>
</tr>
<tr>
<td>Understand the relationship between accounting and the legal process, including taxation, regulation and law.</td>
<td>ACCT 353, 354, 363, BUSI 322</td>
<td>Discussions, examinations and papers</td>
</tr>
<tr>
<td>Develop skills and insight into the accounting process in order to advance accounting knowledge and contribute to public policy.</td>
<td>ACCT 403</td>
<td>Presentations, discussions and examinations</td>
</tr>
</tbody>
</table>

3.24
Assessment of Student Learning in the Major

The Accounting faculty members of the Political Economy and Commerce Department will monitor and assess the degree to which the accounting program achieves the goals stated above as a normal part of their teaching and advising activities. The faculty have frequent discussions about individual students, course effectiveness and overall program effectiveness.

More formally: the real assessment of program success and individual student proficiency is a two step process, one internal and the other external. Internally, each accounting student is required to develop and present a senior research project. The project will consist of historical perspectives, current applications, and future possibilities about an accounting issue. Externally the accounting profession provides many different means of assessment measurement depending on the specific field that the student wishes to pursue. Students are encouraged to sit for one or more of the national accounting examinations. These include the Certified Public Accounting (CPA), the Certified Management Accounting (CMA), the Certified Internal Auditor (CIA) and the Certified Governmental Financial Manager (CGFM) examinations.

The results of the senior research projects and the performance of students on the national accounting competence exams will be analyzed to determine the strengths and weaknesses of the accounting program. Areas in which student performance does not meet expected standards will be reviewed and remedial steps will be taken. In some cases, assignments will be revised; in other cases assignments will be created. Content coverage will be adjusted as needed and pedagogy changed including the addition of laboratory exercises. In extreme circumstances, instructor changes will be considered and/or new courses will be created.

Follow up surveys of alumni will be conducted to assess success on the external examinations plus assess overall program effectiveness and student satisfaction.
ART

Mission and Structure

The primary objective of the art program is to shape artistic vision and prepare the student for a life-long art experience accomplished by systematic development of students’ visual sensitivity and technical skills through studio practice. The vision is expanded through a study of art history and the basic art concepts acquired through the art department’s balanced art program featuring art history courses, foundation studio courses, and upper level studio courses with Junior and Senior Studio Concentrations, Independent Study and Senior Art Seminar components. The program is taught by an experienced, professional art staff that is active as artists and holds the terminal (MFA) degree in their respective fields. The focus of the art faculty is centered on teaching art to students at the undergraduate level in a liberal arts setting. The major program in art requires at least 39 semester hours in art providing a foundation in art history as well as in studio areas. Students concentrate in at least one particular area of studio work. Experience in both two and three dimensional media is provided.

The curriculum in art contains the following components:

1. Foundation Studio Courses:
   (Art 101, Material and Methods, Art 121 Drawing I, Art 142 Painting, Art 123 Sculpture, Art 124 Ceramics)

2. In-depth experience in a particular medium:
   (Art 240 Drawing II, Art 241 Painting II, Art 244 Ceramics II, Art 242 Sculpture II, Art 211 Design, Art 236 Photography)

3. Introduction to the History of Art:
   (Art 200 Ancient to Medieval, Art 201 Renaissance to Modern)

4. Concentration on Advanced Concepts in Studio and Art History:
   Art 302 Contemporary Art
   Art 306 Women, Art & Feminism
   Art 320 Junior Studio Concentration
   Art 345 Graphic Design I
   Art 420 Senior Studio Concentration
   Art 440 Independent Study
   Art 445 Graphic Design II

5. Integrating Capstone Experience:
   (Art 450 Senior Art Seminar)

The Art Department operates the Len G. Everett Art Gallery and organizes an exhibition schedule throughout the school year allowing students to have access to original works featuring individual, group and traveling shows. The department also oversees the College Art Collection including the Shields Collection of Antiquities. In addition, to these artworks an Annual Student Exhibition is held each fall enabling students to have their work on display. An outside juror is brought to
the campus for the student competition which provides an opportunity for students to have their work assessed in relation to their peers. All senior art majors prepare an exhibition of their work as a part of the requirements for graduation and partial fulfillment of the Art 450 Senior Art Seminar.

The variety of the art exhibitions complements the on-going studio art courses and provides opportunities for students to experience a wide range of artistic expression examine original art and have contact with exhibiting artists when possible.

The Art Major supports the mission and purposes of the college in a variety of ways. Most obviously, the major helps students “Understand the methods of inquiry and expression in . . . the arts” (Purpose 9). The major also directly allows students to “Develop creativity and skills in . . . artistic expression” (Purpose 8). Less direct but equally important are the roles played by the art major in supporting Purpose 4, “Create and maintain a learning environment which is . . . aesthetically inspiring, and culturally diverse,” and “Fostering the discovery of connections among disciplines and of larger patterns of meaning” (Purpose 4B). We are committed to the belief that a major in art provides a basis “for rich personal and professional lives” (Purpose 1) and “for positions of leadership, service, and citizenship in a global context” (Purpose 2).
<table>
<thead>
<tr>
<th>Goals of the Art Major</th>
<th>Most Relevant Courses</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To gain an appreciation of the art elements and principles in works of art.</td>
<td>Art 101 Methods and Materials</td>
<td>Fulfillment of Course Objectives</td>
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<td></td>
<td>Art 121 Drawing I</td>
<td>Examinations</td>
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<td></td>
<td>Art 123 Sculpture I</td>
<td>Research Papers</td>
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<td>Art 124 Ceramics I</td>
<td>Written and Oral Critiques</td>
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<td>Art 142 Painting I</td>
<td>Portfolio Review</td>
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<td>Art 211 Design</td>
<td>Senior Art Exhibition</td>
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<td>Art 236 Photography</td>
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<td>Art 345 Graphic Design I</td>
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<tr>
<td>2. To be able to understand the techniques, art materials, tools and processes used in various media.</td>
<td>Art 101 Methods and Materials</td>
<td>Fulfillment of Course Objectives</td>
</tr>
<tr>
<td></td>
<td>Art 121 Drawing I</td>
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<td></td>
<td>Art 345 Graphic Design I</td>
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<tr>
<td>3. To critique works of art.</td>
<td>(See studio courses above) and upper level studio courses, Art 240, 241, 242, 244, 320, 420, 440</td>
<td>Written and Oral Performance</td>
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<td>Portfolio Review and Senior Art Exhibition</td>
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<tr>
<td>4. To understand art in historical context.</td>
<td>Art 200 Introduction to the History of Art – Prehistory to 1400</td>
<td>Fulfillment of Course Objectives</td>
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<td></td>
<td>Art 201 Introduction to the History of Art Renaissance to Modern</td>
<td>Examinations</td>
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<td>Art 302 Contemporary Art</td>
<td>Research Papers</td>
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<td>Art 306 Women Art and Feminism</td>
<td>Written and Oral Critiques</td>
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<td>Art 450 Senior Seminar</td>
<td>In-class writing</td>
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<td>Portfolio Review and Senior Art Exhibition</td>
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<tr>
<td>5. To be able to understand and discuss art theory as it applies to art history.</td>
<td>Art 200 Introduction to the History of Art – Prehistory to 1400</td>
<td>Fulfillment of Course Objectives</td>
</tr>
<tr>
<td></td>
<td>Art 201 Introduction to the History of Art Renaissance to Modern</td>
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</tbody>
</table>
Assessment of Student Learning in the Major

The program’s achievement of the Art Department’s goals is assessed by the Art faculty through the evaluations made for each student’s work as he/she progresses through the curriculum. The advising activity plays an important part of the process to determine individual student goals and the monitoring progress toward these goals. The close relationships between students and faculty enable advisors to be informed readily of unsatisfactory progress so that students are able to maintain a steady track to their objectives.

The Annual Student Art Competition serves as a means of assessing the creative activity of our students and the presentation of awards and Juror’s Statement provide a measure of outside assessment. The Senior Art Exhibition serves as a means to assess the work of each graduating art major. A senior portfolio is developed and monitored over the four year period and evaluated upon graduation. Another means of assessment of the effectiveness of the art program is the State of Illinois Certification Testing System (required to become certified teachers of art). Since approximately one fifth of our art majors elect to become teachers, we have been pleased that all of them have been certified. Visiting area high schools to observe art majors participating as student teachers is another form of measurement of our art program and those preparing to teach art and as several of our alumni have been teaching in the surrounding area, we are also able to have feedback on their programs.

The art faculty work closely with students applying to graduate study (one fifth of all art majors have undertaken advanced level work). Consequently, we are able to assess the work drawn from the student’s portfolio for submission to graduate programs, and the graduate school application process provides a measure of review in itself. In the past five years our art majors have been accepted in the following graduate programs: Michigan State University M.F.A. Sculpture (2), University of Arkansas, MA, Speech Communication, University of South Carolina MA, Student Services Administration, Washington University at St. Louis, 3-4 Master of Architecture Program, Maryland Institute, College of Art, MFA, Painting, University of Rochester in Art History, Art Institute of Chicago MA, Interior Design, Northern Illinois University MFA Painting, and Arizona State University in their MFA Painting program.

The faculty of the Art Department frequently discusses the implications of the kinds of assessment data described above. In particular, when preparing the departmental annual report, we review assessment data for possible implications for change. Of special importance in these discussions are the results of secondary certification test, the results of the senior exhibition and student competition, and the various forms of data concerning alumni. Currently, several changes in the program are contemplated as a result of reviewing the results of these assessment measures, including potential changes in studio course credit hours for majors.
The Monmouth College biology major is designed to impart to students a broad understanding of the processes, concepts, and structures that characterize life at three basic levels: molecular/cellular, system/organism, and community/ecosystem. The program also encourages scientific investigation and experimentation through laboratory and field experiences and independent and collaborative student research. Finally, the program helps students prepare for further studies in graduate or professional school, or for careers in health care, public and private research, industry, teaching, and related fields.

Structure of the curriculum:

1. A required “core” of six biology courses with labs representing three levels of life processes:
   a. two introductory courses with labs (botany and zoology)
   b. cell biology, genetics, physiology, and ecology
2. Three required courses in chemistry
3. Two required courses in math and/or physics
4. Electives with advanced content in each of the three levels
5. Science seminar
6. Senior research

The biology major complements the mission and purposes of the College in a variety of ways. The major prepares students for professions utilizing biological knowledge by providing instruction in basic biological concepts, field and laboratory skills, and offering electives for greater specialization. Intellectual inquiry and critical analysis are progressively promoted in the program. Students begin by interpreting experimental results and their validity. In more advanced courses, greater emphasis is placed on the design of experiments and data analysis. Our capstone course (senior research) requires a background literature search and hypothesis formation; designing and executing the experiment; and finally, analyzing data and interpreting results.
The program promotes leadership through group projects including discussions, lab experiments and reports. Lab assistants have opportunities to direct and design lab activities. The department supports a chapter of Beta Beta Beta, the national honorary biological society, and the Monmouth College Environmental Club. Both extracurricular organizations offer leadership and service opportunities.

The major attempts to foster connections among disparate disciplines both within and beyond traditional math and science. Math and physics skills are integrated throughout the biology curriculum and the overlap between biology and chemistry is unavoidable at all levels. Sound communication abilities are stressed through lab reports and oral presentations. We attempt to push our students beyond traditional disciplinary limits. Biological knowledge can help students make informed choices in a free society. Facts can also inform values, but we appreciate the limits of their utility. Philosophical, religious, and political viewpoints can intermingle with definitions of life and the value of life. Does a mechanistic theory of evolution rob your life of significant meaning? What can biology tell us about human nature, if anything? When does “life” begin and end? Biological science can offer technological solutions to some problems, but do we have the wisdom, fortitude, or discipline to implement them? The use of biological knowledge has positive and negative potential. How should we judge the human genome project? These questions and others are integrated at various levels in the biology program.
### Assessment of Major Goals

<table>
<thead>
<tr>
<th>Program Objectives / Outcomes</th>
<th>Addressed in... (Courses, etc.)</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Become proficient in use of standard laboratory equipment.</td>
<td>Same as #1</td>
<td>Lab reports/notebooks, instructor observations.</td>
</tr>
<tr>
<td>4. Communicate, orally and in writing, results and interpretation of scientific research.</td>
<td>Biol 350, 420, 421</td>
<td>Senior research proposal and final paper, oral presentations.</td>
</tr>
<tr>
<td>5. Design and implement experiments that test predictive hypotheses. Analyze data, report results, and interpret their significance</td>
<td>Biol 307, 420, 421 Math 106</td>
<td>Lab reports, senior research proposal and final paper, math assignments, unit exams.</td>
</tr>
<tr>
<td>6. Understand the broader context of biological knowledge in relation to other disciplines.</td>
<td>Biol 307, 350</td>
<td>Oral presentations, class discussion</td>
</tr>
</tbody>
</table>
Assessment of Student Learning in the Major

Currently, we assess achievement of the program’s goals primarily through course assessment (exams, papers, presentations, etc.). Working closely with students in labs and on independent research, faculty also assess student progress in less formal ways by observation of their skills using lab equipment and designing and interpreting experiments. In the immediate future we would like to implement some additional methods of assessing outcomes including the following:

1. GRE general - During the spring semester of their senior year, biology students will take the Graduate Record Examination (general) to assess and compare to national norms their communication, quantitative, and analytical skills.

2. GRE advanced biology - During the fall or spring semester of their senior year, biology students will take the advanced biology test of the GRE to assess the breadth and depth of their biological understanding in the three subscore areas: cellular/subcellular, organismal, and population.

3. Professional and graduate school acceptance rates - The department will keep records of application and success rates for students planning to attend professional school (medical school, dental school, etc.) or graduate school.

4. Professional school entrance exam scores (MCAT, DAT, VCAT, etc.). Students who elect to take professional school entrance exams will provide their scores (to be held confidential) to the biology department.

5. Alumni surveys - The department will conduct 2, 5, and 10-year surveys of biology alumni to determine their job or graduate school placement and advancement, and their perception of the preparation they received from the biology program.

6. Standardized entrance and exit exam - The biology department faculty will design an exam to test for knowledge of basic content and concepts in biology. To provide a measure of progress through the four-year program, all entering biology majors will be administered the exam during their first semester, probably during one class period in Botany. The same exam will be administered during the spring semester of their senior year.

These assessment methods will be used to provide feedback to the department on an annual basis. We will review the content of our courses and the pedagogy used to deliver it. As a hypothetical example, particularly weak scores in the verbal subscore of the GRE might encourage us to require more writing assignments in various courses. Feedback from alumni in professional schools can point out weaknesses, such as a lack of immunology training for pre-medical students. Without resources to add a full-blown course in immunology, in what course could we add such training without weakening other areas? The standardized entrance and exit exam will be based upon what we currently teach and expect our students to retain from our program. If they do poorly, we should examine our teaching methods, or perhaps our grading criteria, and ask how we can better deliver the information and evaluate student performance.
The purpose of the business major at Monmouth College is to provide our students with a realistic understanding of how commercial activities are conducted in the modern world and how the modern world works. The program focuses on business as deliberate, purposeful activities aimed at organizing the production and distribution of goods and services and stresses the need to understand the institutional context within which these activities are conducted. This involves the study of the basic techniques used by people who engage in business, the historical development of the institutions which shape the conduct of business and the relationship between business and other social institutions.

The program is designed to parallel the college’s general education program and to build on and reinforce its components. The faculty in the department are committed to general education and to the goals of a liberal education. The business major is based on the proposition that there is no inconsistency between the goals of a liberal education and the study of business.

More specifically, the program is consistent with the College’s stated purposes. It “prepare(s) students for rich personal and professional lives “ and for leadership, service and citizenship” by giving them a realistic understanding of how commercial activities are conducted in the modern world and how the modern world works. It promotes “awareness and exploration of . . . principles of democracy, pluralism, equality and freedom” through the study of commercial institutions and their relationships to other social institutions. The program embodies the College’s commitment to “interdisciplinary study . . . [and] the discovery of connections among disciplines” by integrating economic, historical and sociological perspectives into the already interdisciplinary areas of conventional business study. The program serves to “foster and promote intellectual inquiry, critical analysis and clear self expression” by introducing students to a variety of analytical tools and providing a range of opportunities for students to apply those tools.
The program has five components:

1. **Studies of Industry and Its Context**, which focus on the development and operation of commercial institutions and economic systems and provide the historical and theoretical background necessary for understanding modern industrial society:
   - BUSI 110: Evolution of Commercial Institutions
   - BUSI 111/112/113/114: Industry Analysis
   - ECON 200: Principles of Economics,
   - ECON 300/301: Intermediate Economic Theory

2. **Supporting Techniques and Skills**, which provide a foundation in quantitative thinking and problem solving:
   - MATH 106: Elementary Statistics
   - BUSI 211/212: Quantitative Methods I/II

3. **Business Techniques and Systems**, which focus on the basic techniques of analysis, decision making and problem solving used in modern enterprises.
   - ACCT 213/214: Financial and Managerial Accounting
   - BUSI 305: Organization and Administration
   - BUSI 306: Business Finance
   - BUSI 307: Principles of Marketing

4. **Electives**, which address specific aspects of contemporary business practice and provide students with the opportunity to further understand how modern business is conducted.

5. **Integrative Capstone Course**, which provides a focus on the enterprise as a whole and stresses the application of ideas from other courses in understanding the problems of policy making and leadership in the context of social and economic institutions.
   - BUSI 405: Strategy and Structure, or
   - BUSI 406: Applied Business Strategy
## Assessment of Major Goals

<table>
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<tr>
<th>Goals of the Major</th>
<th>Most Relevant Courses</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the development of modern commercial institutions, and the role of markets as the organizing principle in modern society.</td>
<td>BUSI 110, 111/112/113/114</td>
<td>Course Examinations and Papers</td>
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<tr>
<td></td>
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<td>Performance in subsequent courses</td>
</tr>
<tr>
<td>2. Appreciate how institutions shape business practices and activities</td>
<td>BUSI 110, 111/112/113/114</td>
<td>Course Examinations and Papers</td>
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<tr>
<td></td>
<td></td>
<td>Performance in subsequent courses</td>
</tr>
<tr>
<td>3. Understand the insights into business offered by Economic Theory.</td>
<td>ECON 200, 300/301</td>
<td>Course Examinations and Papers</td>
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<td>Performance in subsequent courses</td>
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<td></td>
<td>Senior Capstone discussion</td>
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<td>Performance in subsequent courses</td>
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<td></td>
<td>Senior Capstone discussion</td>
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<tr>
<td>6. Be familiar with the logic and basic practices of current decision making techniques in accounting, marketing, finance and management.</td>
<td>ACCT 213/214, BUSI 305, 306, 307, ELECTIVES</td>
<td>Course examinations and Papers</td>
</tr>
<tr>
<td>7. Be familiar with current issues and problems in business and be able to connect what is learned in the classroom with current events.</td>
<td>All Courses</td>
<td>Course examinations and Papers</td>
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<td></td>
<td></td>
<td>Senior Capstone discussion</td>
</tr>
<tr>
<td>8. Understand the enterprise as a whole and its overall operation in context of modern society and its institutions.</td>
<td>BUSI 405, 406</td>
<td>Senior Capstone discussion</td>
</tr>
<tr>
<td>9. Understand the relationship between business and liberal education, and demonstrate achievement of the College's General Education goals.</td>
<td>All Courses</td>
<td>Senior Capstone discussion</td>
</tr>
</tbody>
</table>
Assessment of Student Learning in the Major

The degree to which the program achieves these goals is assessed by the faculty members in the Department of Political Economy and Commerce as a routine part of their teaching and advising of students. They discuss students and the overall effectiveness of the program with each other.

More formally: progress of students toward completion of the program will be tracked, culminating in the Senior Capstone Course. Discussion and papers in the capstone will include indicators for goals relevant to the course that will be used to generate information about the overall progress of students as the end the program and will serve as an “end-point” assessment mechanism. Another important assessment mechanism is the departmental honors program. In this program, students engage in open discussions with one another and with faculty on topics of current business, accounting and public policy interest. These unstructured discussions provide an excellent source of information about the critical thinking skills, oral communication skills and substantive knowledge of the students. The ability of students to extemporaneously articulate and defend arguments demonstrates the success and failures of the business program. The information gained in capstone papers and honors discussions is used to improve the business program. Projects and assignments are designed as a result of the information gathered. When program weaknesses are identified, course content will be adjusted to remedy those weakness. Student performance in the capstone courses and in the honors program is reviewed regularly as part of the department’s assessment activities.

Follow up surveys of alumni and seniors will also be conducted to assess overall satisfaction of students with the program.
CHEMISTRY

Mission and Structure

The mission of the chemistry department is to provide a quality education in chemistry for our majors and for other departments requiring chemistry as part of their majors (biology, environmental science, and physics), and to support the general education needs of Monmouth College students. Students are prepared to follow careers as bench chemists, as professionals in health-related fields, as graduate students, as teachers, and as productive citizens using their scientific education in diverse ways.

The Chemistry program parallels that required for certification by the American Chemical Society Committee on Professional Training (because of staffing limitations certification is not available) and consists of:

Year 1: Organic I, General Chemistry, Calculus I & II;
Year 2: Intro. Analytical, Organic II Chemistry, Physics I & II;
Year 3: Biochemistry, Adv. Analytical, Physical Chemistry I & II;
Year 4: Lab Research, opt. adv. courses, Science Seminar (years 3 & 4).

Considerable flexibility in this schedule occurs because of when students enter the sequence. Laboratory work is an important and integral part of all courses except the optional, senior-level advanced courses. Connections to the real world and societal issues are continually emphasized in all courses. Students are encouraged to go off campus for research experiences at major universities or government laboratories.

In addition to direct support for other science programs, chemistry offers multiple sections of Cultural Chemistry, a course taken by a large number of non-science majors in partial fulfillment of the “science requirement.” In this course there is a very strong emphasis on societal issues and the impact of scientific thinking on everyday decisions and problems.

The chemistry major strives to give our students a broad education in chemistry which will serve them well in the changing work and social environment of the future. We wish to provide general tools and background rather than specific training which will soon be obsolete. We stress the need to critically analyze situations and the need to be intellectually curious in all matters. Students are thus prepared to be leaders in their professional lives and also to have rich personal lives.
**Goals of the Major**

The major areas of chemistry are well covered by a variety of courses:

- Analytical & Inorganic (220, 325, 340, 370);
- Organic & Biochemistry (130, 230, 330, 335, 380);
- Physical & General (140, 310, 315, 320, 360).

Formal evaluation of student performance is by exams given frequently in all courses. These exams emphasize general principles rather than specific facts and are problem oriented. Frequent homework problem sets and weekly laboratory reports add to the mix of evaluation measures.

Because of the large number and small size of laboratory sections (<20 for beginning courses, and <10 in advanced courses) there is constant informal evaluation of student performance and level of understanding. This allows for rapid feedback on matters that are not well understood, and for adjustments in teaching strategies.

Graduates of the chemistry program will be able to:

1. understand the principles and vocabulary of chemistry,
2. appreciate the interrelatedness of the various sciences,
3. use modern instrumentation and computer tools, and
4. analyze problems and interpret their results to others.

The goal of chemical understanding permeates all courses. The variety of courses offered (and required of the major or minor) ensure a broad exposure to all areas of chemistry and prepares students well for future careers needing a chemistry background.

The goal of appreciating other sciences is furthered by the year of physics and calculus which are required of the major. Almost all majors also take more than one year of biology courses. Some specific examples of close connections include: Analytical Chemistry with Environmental Science, Organic and Biochemistry with Biology, and Physical Chemistry with Mathematics and Physics. Students are continually expected to bring their knowledge of other fields to bare on the chemical problems they are trying to solve.
The goal of instrument use is especially evident in the Analytical and Physical Chemistry Laboratory courses. Hands-on use of all spectrometers and chromatographs is expected. Heavy use is made of spreadsheets, word processors, and specific chemical software. Local and on-line database searching is a part of these courses. Experiments are designed to integrate various procedures and measurements. Students are expected to take an active role in the design and development of the experiments to be done.

The goal of problem analysis and interpretation is likewise everywhere in the curriculum. Students are encouraged to develop an understanding of an experiment through talking and working with their fellow students. Laboratory assistants learn as much as the students they help as this dynamic develops. Advanced students are expected to prepare written and oral laboratory reports which are shared with their fellow students. The Science Seminar and Research courses provide a culminating experience for our students which helps to prepare them for the world beyond Monmouth College.

Assessment of Student Learning in the Major

Most courses at the 300-level or above use the American Chemical Society standardized exams as the final. These records exist for nearly 20 years in some cases. Senior research papers are reviewed by all faculty and are kept for future use by other students. Oral research presentations are required. We will conduct exit interviews with our majors toward the end of their last semester.

Records of GRE scores and admissions to graduate and professional schools are kept, and an effort is made to follow the careers of our graduates. We also plan to survey first, fifth, and tenth year graduates concerning the effect of their education on their jobs and live after college. We will also discuss with our faculty colleagues, especially those in biology, about how we can better prepare students with the chemistry they will need in other disciplines.
CLASSICS
(with majors in Classics, Greek and Latin)

Mission and Structure

The goal of the Classics Department is to provide multi-faceted opportunities for the Monmouth College student body at large to address the issues, ideas, culture, and language of the ancient Greeks and Romans. In order to accomplish this goal, the department offers a variety of courses which are open to all M.C. students, not just majors and minors. Indeed, there is no course offered in the department which is exclusively taught for majors or minors. While some courses require some competency in reading Latin or Greek, this level of proficiency can easily be reached by students who will not be majors or even minors.

The department offers a personalized, broad, and rigorous program designed to meet both the specific interests and needs of majors or minors in Latin, Greek, or Classics as well as the broader concerns of a variety of other student constituencies served especially through the general education program.

The CLASSICS, LATIN, and GREEK majors support the mission and purposes of the College in a number of ways.

1. A.) These majors improve the personal lives of students by exposing them to the culture of ancient Greece and Rome.
   B.) These majors prepare students for a variety of career options, not only as high school Latin teachers or college Classics professors, but also for a number of other career options, from museum studies to library studies and beyond.

2. A.) By studying the cultures of ancient Greece and Rome the global awareness of students is expanded in an historical context.
   B.) Issues of leadership, service, and citizenship are raised in a number of courses. For example, in Classical Mythology students consider a variety of aspects of the mythic hero, including altruism.

3. Several Classics courses address issues of democracy, pluralism, equality, and freedom. That the Classical world was an essentially pluralistic one is emphasized in CLAS240 Ancient Societies: Africa in the Ancient World. Greek and Roman attitudes towards democracy, equality, and freedom are especially discussed in the ancient history classes.
4. Classical studies frequently raise issues of values (see what is a hero). The study of Latin and Greek is intrinsically challenging. Aesthetics is addressed especially in the study of ancient literature and art. For cultural diversity, see pluralism under #3.

5. Most Classics courses are taken by Classics majors and general education students simultaneously. The classics dept. encourages its majors to take the general topics covered in classes and to look at them in more depth, especially by examining particular texts in the original languages.

6. Classical studies is inherently inter-disciplinary. A Classics major is inevitably exposed to the study of language, literature, archaeology, history, art history, anthropology, paleography, epigraphy, sociology, philosophy, theology, and the list goes on.

7. Especially, but not exclusively, in Classical Mythology, students are confronted with the religious and philosophical beliefs of the ancient Greeks and Romans and asked to explore these beliefs in conjunction with their own.

8. In regard to multiple perspectives on the human condition, the department offers courses on women in the ancient world, on African in the ancient world, and emphasizes the pluralism of Classical society.

9. All Classics majors are given opportunities to analyze classical texts critically and to express their own opinion about these texts.

Program Assessment

The curriculum offered by the Classics Department includes a broad spectrum of courses offered, in language, literature, history, art, sport, urban planning, and other topics. Assignments in Classics courses are designed to take advantage of the unique skills, interests, and background of individual students and their particular learning styles. Students often have the option of submitting artwork and original writing instead of formal term papers and reports. Nearly all the courses offered in the department fulfill some requirement in the General Education program.

In order to articulate assessment goals based upon the department's broad mission to the college as a whole, the department must address, not only its major and minor programs, but also its involvement in the general education program.
General Statement on Assessment

In terms of assessing student learning outcomes, the department keeps a file of writing and artwork submitted by students over the years. Multiple submissions by individual students during the course of a semester, and also during an entire academic career, makes possible an assessment of work of individual students. In Word Elements (CLAS224), learning outcomes are measured through the administration of two identical diagnostic exams, once at the beginning of the course and once at the end. By comparing student performance in these two exams, significant information about individual and group learning outcomes is acquired. A file of these diagnostic exams and statistics on individual and group performances is maintained in the department. As students demonstrate more and more sophisticated familiarity with the language, learning outcomes in elementary language courses in Latin and Greek are measured by the incremental nature of class assignments which include computer exercises, tests, papers involving original writing, translations into English, etc.

Language Program Assessment

Assessment in the elementary language programs is incremental. Students are expected to demonstrate increasing skill in comprehending passages in Latin and Greek and translating them into English. The textbooks used in these courses are designed to achieve such incremental learning.

Students who successfully complete the elementary language sequence (LATN101/102 or GREK101/102) are expected to possess sufficient language skills to be able to read original ancient texts with the help of a dictionary. This skill is assessable in LATN201 or GREK201 Directed Readings in which such elementary students read the ancient authors in the original language.

Assessment in these courses in directed readings courses occurs daily and is highly individualized. Students are evaluated on their class preparation and participation and are expected to demonstrate in class increasing skill in comprehending the material. The final assessment experience in these courses is an oral examination in which the student and professor meet together and the student is asked a series of questions about specifically prepared passages. As part of this examination, the student is also asked to evaluate his or her own performance in the course during the semester. Together the student and professor discuss this performance and this assessment contributes to the overall determination of the final course grade.
Major and Minor Program Assessment

Assessment of majors is personalized. Some students major in Latin and pursue secondary teacher certification in order to become high school Latin teachers. The culminating assessment experience for these students is the Illinois Certification Test in Latin. Students seeking secondary teacher certification in Latin in the state of Illinois are required to pass this test. Tom Sienkewicz has been involved in the design of this test. Monmouth College Latin students have assisted the National Education Testing Service by taking pilot tests. Since its inception in 1988 one Monmouth College student has taken this test for certification purposes and she passed.

Majors not pursuing teacher certification in Latin may opt to do a major project during their senior year. Such students are encouraged to design a project suited to their particular needs and interests. One major who had been a biology major and who was planning to attend graduate school in ancient history focused his senior project on an ancient medical panacea called Theriac. The final paper for this project is on file in the department.

Assessment of Student Learning Outcomes in the Majors

Since the number of its majors is so small the Classics dept. assesses how students are meeting program objectives on an individual and per class basis. In conversations with individual students faculty discuss career options with students. Program objectives vary according to these career options. For example, a major hoping to pursue a Ph.D. program in Classics has a different set of needs than one interested in museum studies or library science. The department offers each of these students objectives to achieve these different career goals.
COMPUTER SCIENCE

Mission and Structure

The mission of the computer science program at Monmouth College is to develop students’ understanding of the underlying principals which constitute the discipline and to prepare them for careers and life-long learning in computer science. The program emphasizes a combination of theory and abstraction together with techniques for the development of computer solutions to real world problems. By building a strong foundation of knowledge we seek to prepare our graduates both to meet current challenges in computing and to adapt to the future directions of the discipline.

Our Computer Science curriculum is taught in a liberal arts setting where students are expected to examine the importance of computer technology in our world and our society. While students are instructed in techniques for developing computer solutions to problems, they are at the same time asked to consider the effect of computer technology within society. By learning Computer Science in a liberal arts environment, students are exposed to moral and ethical dilemmas in a variety of contexts and provided with an opportunity to consider the relationship of computer technology to those issues.

The curriculum structure contains the four components:

1. foundation courses in programming languages
2. the logical foundations of computer science
3. theoretical foundation of computer science
4. a capstone experience in a Senior Project

The computer science program complements the general education curriculum of the college by providing a forum for a discussion of the link between technology and our human society.

The computer science program prepares students for rich professional lives (Monmouth College Statement of Purposes 1). The program endeavors to foster the discovery of connections between the discipline and larger patterns of meaning (4B). We foster and promote intellectual inquiry and critical analysis by each student (7). We seek to develop creativity and skills in problem solving which are both written and orally communicated (8).
# Assessment of Major Objectives

<table>
<thead>
<tr>
<th>Program Objectives / Outcomes</th>
<th>Most Relevant Course</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student in the computer science program should:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. learn the principles, abstractions, theories, and concepts that constitute the discipline of computer science;</td>
<td>all courses</td>
<td>all exams</td>
</tr>
<tr>
<td>2. be able to communicate the ideas of computer science orally and in writing;</td>
<td>syst.analys, sr. project</td>
<td>class presentations and writing assignments</td>
</tr>
<tr>
<td>3. understand how computer hardware and software work and how they interact;</td>
<td>161, 163, 190, 220, 125</td>
<td>homework and lab assignments; exams</td>
</tr>
<tr>
<td>4. acquire a working knowledge of a variety of problem solving paradigms;</td>
<td>161, 163; syst. analys prog. lang.</td>
<td>exams and homework assignments</td>
</tr>
<tr>
<td>5. apply the techniques to solve problems individually and as a member of a group;</td>
<td>sr. proj. 125</td>
<td>programming assignments, group projects, senior project</td>
</tr>
<tr>
<td>6. thoughtfully consider ethical and moral issues involving the use of computers, and be able to make rational, responsible decisions regarding those issues.</td>
<td></td>
<td>Class presentation, leading class discussion</td>
</tr>
</tbody>
</table>
Assessing Student Learning in the Major

All computer science majors are required to complete a Senior Project as the capstone course of their major. Each major is required to give a presentation of their project where the student’s ability with the content they should have gained in the major can be assessed. In addition, the course includes two interviews with each student:

1) a transcript narrative of their major
2) an exit interview using the form below.

Transcript Narrative for the Computer Science Major

The transcript narrative is intended to be a tool for assessment of the computer science curriculum (not the individual student). Each senior computer science major will be provided with a transcript of his or her computer science courses, and will be asked to respond to questions relating the courses to the program objectives for the computer science major.

Questions:

1. Which courses that you have taken in the computer science major have helped you learn the principles, abstractions, and concepts of computer science?

2. If possible, identify two or three important concepts or principles you have learned, and identify which course (or courses) you associate with each.

3. Which courses (if any) have helped you understand how computer hardware and software work and interact?

4. Have the computer science courses improved your problem-solving ability? Which courses (if any) have helped the most?

5. Which (if any) of your computer science courses have provided opportunities for you to solve problems as a member of a group?

6. Have social and ethical issues related to the use of computers been considered in your computer science courses?

7. Which courses (if any) required you to use your written and/or verbal communications skills? Have the courses (if any) helped you to improve your skills?

8. In relation to the objectives of the computer science major, what improvements would you recommend?

9. What do you consider to be the strengths of the computer science curriculum in relation to the program objectives?
Exit Interview Questions:

The Mathematics and Computer Science department in conjunction with the entire Monmouth College faculty and administration want to get your candid answers to the areas listed below. Your advise will be a great benefit to us as we make our programs stronger for a new generation of students.

1) What do you see as the strength of your major at Monmouth College? What do you believe will be the most useful course you took in your major?

2) What do you see as a weakness in your major at Monmouth College? What course(s) in the major should be changed or replaced in order to make our program stronger? What courses do you wish we offered?

3) What do you see as the strength of the general education program at Monmouth College? What do you believe will be the most useful course you took in general education?

4) What do you see as a weakness of the general education program at Monmouth College? What course(s) in the general education should be changed or replaced in order to make that program stronger? Are there areas of study that we should offer in this program?

5) What special impact did Freshman Seminar have on your experience here? What course in general education had the most positive impact upon your major courses?

6) What course(s) at Monmouth College did you wish to take but was unable? What were the reasons? What additional course should the college offer?

7) What part of your non-academic program had the greatest impact upon your development?

8) How would you rate your overall experience at Monmouth College? What should the college continue to do to keep our program strong? What changes would you suggest to make the experience of future generations of college students better?
ECONOMICS

Mission and Structure

The purpose of the economics major at Monmouth College is to provide students with a theoretical framework which can be used to analyze real world issues. The program focuses on analyzing resource and product allocation issues based on the behavioral assumption of rationality. Rationality is defined as selecting alternatives that produce the greatest net benefit over cost given the goals of the decisionmaker. Economic rationality implies decision-making processes based on marginalism and it is a primary goal of the program to have students utilize a critical thinking process based on marginal analysis.

Particular emphasis is placed on analyzing how social institutions shape behavior and how of those same institutions were shaped by maximizing behavior in the past and continue to be changed by such behavior. The program specifically focuses the use of economic analysis in business decision-making and public policy programs.

The study of economics explores the relationship between economic systems, individual liberty, government institutions, political rules and social values such as democracy, equality, and freedom. This study prepares students for active, effective roles of citizenship, service and leadership. As an analytical tool of critical thought, economics fosters the discovery of connections among disciplines and of larger patterns of meaning. Economics also helps students understand the methods of inquiry and expression in the social sciences. In these ways the major supports the mission of the college.

The program has four components:

1. Tools
   MATH 106: Introductory Statistics
   ECON 371   Econometrics

2. Theory
   ECON 200   Principles of Economics
   ECON 300   Intermediate Price Theory
   ECON 301   Intermediate Macroeconomics

3. Applications
   ECON 3--   Public Policy Electives

4. Integration
   ECON 401   Economic Research Analysis

3.49
### Assessment of Major Goals

<table>
<thead>
<tr>
<th>Goals of the Major</th>
<th>Most Relevant Courses</th>
<th>Means of Assessment</th>
</tr>
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<tbody>
<tr>
<td>1. Develop skills to understand and make causation and correlation arguments</td>
<td>MATH 106, ECON 371, ECON 401</td>
<td>Examinations, papers, discussion, independent research</td>
</tr>
<tr>
<td>2. Understand the function of prices and the operation of product markets</td>
<td>ECON 200, ECON 300, ELECTIVES</td>
<td>Examinations &amp; papers</td>
</tr>
<tr>
<td>3. Understand the function of money</td>
<td>ECON 200, ECON 301</td>
<td>Examinations, papers, discussion, independent research</td>
</tr>
<tr>
<td>4. Understand the relationship between monetary policy and output, price level, and employment</td>
<td>ECON 200, ECON 301</td>
<td>Examinations, papers, discussion, independent research</td>
</tr>
<tr>
<td>5. To analyze public policy issues using economic analysis</td>
<td>ECON 200, ECON 300, ECON 301, ECON 401 ELECTIVES</td>
<td>Examinations, papers, discussion, independent research</td>
</tr>
<tr>
<td>6. To test hypothesis derived from economic theory using quantitative data</td>
<td>MATH 106, ECON 371, ECON 401</td>
<td>Independent research</td>
</tr>
</tbody>
</table>
Assessment of Student Learning in the Major

The faculty members of the Political Economy and Commerce will monitor and assess the degree to which the economics program achieves the goals stated above as a normal part of their teaching and advising activities. The departmental faculty have frequent discussions about individual student abilities, individual student progress, course effectiveness and overall program effectiveness.

More formally: the real assessment of program success and individual student proficiency is the ability of each student to define and complete an independent research project under the supervision of a mentoring faculty. In their last semester, each economics major must complete an independent research project. Each major works with a faculty member to identify a research project. After the topic has been identified, the student researches and summarize the existing professional literature on the topic. After the review of the literature, the student uses economic theory learned in previous coursework to state a hypothesis that can be tested using data. Appropriate data is collected and statistical tests are conducted to determine if the theoretical hypothesis is supported by the evidence or not. The results of the statistical tests are analyzed and conclusions are drawn. The ability of students to define and research a topic is useful for assessing their understanding of previous coursework in economic theory. Similarly, their ability to gather data and conduct hypothesis tests is important evidence of the knowledge they gained in the quantitative courses in the department. The ability of the students to analyze the importance of their work and communicate their findings are also important assessment devices. Follow up surveys of seniors and alumni will also be conducted to assess program effectiveness and student satisfaction.

The one-on-one contact and faculty student inter-change is an invaluable method for discovering what students know and their ability to use what they have learned. As a result of the knowledge gained during the independent research project, faculty revise their syllabi to adjust coverage and teaching methods of the concepts which students do not understand as well as is desired. Additional assignments and class project may be developed to improve the program. If significant, on-going problems are identified, new courses could and would be developed to address the problems.