PHYSICAL EDUCATION

_Mission and Structure_

The Department of Physical Education recognizes the broad range of needs that exist in a diverse student body. Serving the “sound mind in a strong body concept”, the department provides classes that assists students in developing basic values, levels of knowledge, health and fitness levels that support “rich personal and professional lives” (college purpose #1). For students who pursue careers in Physical Education, our programs help prepare students for “positions of leadership” (college purpose # 2). Departmental programs also are major contributors to the “rich array of co-curricular activities” (college purpose #4).

The department also serves a more focused objective by providing a physical education major for students seeking teacher certification as well as those who wish to major in physical education and then serve other community needs.

The department’s programs serves 5 specific purposes.

1. Provides a broad range of physical education services classes that meet both skill and physical fitness objectives.

2. Provides a Physical Education major that meets the requirements set forth by Illinois Board of Education for K-12 certification and 6-12 certification. Objectives for the K-12, 6-12 as specified by I.S.B.E. Health and Physical Education Study Guide are found on pp. 35-40 (K-12) and pp. 53-58 (6-12) of the guide.

3. Provides a major in Physical Education that will meet the needs of students wishing to serve the community in non-education related endeavors.

4. Offers a second teaching concentration in Physical Education for those who have a strong but secondary interest in this discipline.

5. Offers a comprehensive intercollegiate program for males and females that operates under rules and regulations set forth by the MWC and the NCAA.
Although not contributory to the general educational program directly, the department contributes to the larger mission of the college by assisting in preparing the student to live a rich, personal and professional life.

<table>
<thead>
<tr>
<th>BASIC SKILLS OBJECTIVE*</th>
<th>TYPE OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop minimal skill level for specific sport skills.</td>
<td>BSC</td>
</tr>
<tr>
<td>To provide participation opportunities for students thru a physical activity.</td>
<td>BSC</td>
</tr>
<tr>
<td>To meet minimal levels of physical fitness.</td>
<td>BSC</td>
</tr>
</tbody>
</table>

* Objectives are written in terms of expected student outcomes or as expected behavioral changes
**PROGRAM OBJECTIVES**

1. To develop a personal knowledge of the history and philosophy of physical education, cultural aspects of such programs, and the principles and objectives of physical education programs. (PE 190, 421)

2. To develop the skills necessary to analyze skill requirements of selected individual sports and to demonstrate an acceptable level of personal performance in these activities. (PE 210, 220 and skills work)

3. To demonstrate a knowledge of and adequate proficiency in selected team sports. (PE211)

4. To develop a knowledge of various rhythmical activities, including social and folk dance, and the ability to analyze the skills necessary for such activities and methods for teaching at the appropriate level. (PE 212)

5. To gain a working knowledge of the goals and objectives of school health and safety education programs, and to become familiar with teaching methods and materials appropriate to such programs. (PE 180)

6. To understand the structure and function of major body systems and, in particular, mechanical operations associated with human movement. (PE 220, 315, 423)

**CLASSES/ACTIVITIES**

| PED 180 - Personal & Community Health |
| PED 190 - Foundations of Physical Education |
| PED 210 - Individual sports |
| PED 212 - Rhythmical Activities (2 semester hours) |
| PED 220 - Physical Fitness Concepts (2 semester hours) |
| PED 311 - Elementary School Physical Education |
| PED 315 - Kinesiology |
| PED 316 - Coaching of Volleyball and Softball |
| PED 317 - Coaching of Football |
| PED 318 - Coaching of Baseball and Track |
| PED 319 - Coaching of Baseball And Track |
| PED 320 - Curriculum and Methods of High School Physical Education |
| PED 325 - Athletic Training and first Aid (2 semester hours) |

**TYPE OF ASSESSMENT**

Class discussion, Demonstrated proficiency, Tests, Illinois Teacher Competency Exam.

Class discussion, Demonstrated proficiency, Tests, Illinois Teacher Competency Exam.

Class discussion, Demonstrated proficiency, Tests, Illinois Teacher Competency Exam.

Class discussion, Demonstrated proficiency, Tests, Illinois Teacher Competency Exam.

Class discussion, Demonstrated proficiency, Tests, Illinois Teacher Competency Exam.

Class discussion, Demonstrated proficiency, Tests, Illinois Teacher Competency Exam.
COURSES FOR PHYSICAL EDUCATION MAJOR - TEACHER CERTIFICATION (K-12) (6-12), continued
<table>
<thead>
<tr>
<th>7.</th>
<th>To develop a working knowledge of the methods and techniques of coaching major team sports. (PHED 211, 316, 317, 318, 319, 325, 421.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>To identify the basic components of effective organization and administration of physical education programs including the defining of program objectives, scheduling, budgeting, equipping, and related administrative function. (PE 190, 421)</td>
</tr>
<tr>
<td>9.</td>
<td>To recognize and describe sound practices and procedures for directing elementary and secondary programs including competence in planning curriculum and evaluating program effectiveness. (PHED 311,320,421))</td>
</tr>
<tr>
<td>10.</td>
<td>To understand and anticipate program adaptations and teaching procedures useful in working with the handicapped in physical education. (PE 423, 430)</td>
</tr>
<tr>
<td>11.</td>
<td>To demonstrate competency in the ability to evaluate individual and program performance. (PE 220, 425)</td>
</tr>
<tr>
<td>12.</td>
<td>To complete all professional education requirements for the secondary and/or special certification related to physical education.</td>
</tr>
</tbody>
</table>

| PED 421 - Organization and Administration |
| PED 423 - Physiology of Exercise |
| PED 425 - Tests and Measurements in Physical Education |
| PED 430 - Adaptive Physical Education |
| BIO 204 - Human Anatomy and Physiology |

**Note:** Students seeking K-12 certification must complete PE 311 and 320 and have clinical experiences, including student teaching, in both elementary and secondary setting. Secondary candidates must complete PE 320 and have clinical experiences, including student teaching, in a secondary program.

**Class discussion, demonstrated proficiency tests, Illinois teacher Competency Exam.**

**Class discussion, demonstrated proficiency tests, Illinois teacher Competency Exam.**

In addition: Skills training is encouraged (at least six skills are suggested).

**Must complete secondary and special professional education programs.**

**Must complete secondary and special professional education programs.**

**Must complete secondary and special professional education programs.**

3.101
**INTERCOLLEGIATE ATHLETIC PROGRAM**

**Philosophy:**
The intercollegiate program functions as a very competitive segment of the total education program of Monmouth College. The respective programs meet the variable needs of those students who have very competitive instincts that can be met through a highly competitive and structural intercollegiate sports program. Specific objectives include:

<table>
<thead>
<tr>
<th>OBJECTIVES*</th>
<th>PROGRAM/ACTIVITY</th>
<th>TYPES OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To meet the variable competitive needs for competition..</td>
<td><strong>Men’s program</strong>&lt;br&gt;Baseball&lt;br&gt;Basketball&lt;br&gt;Cross Country&lt;br&gt;Football&lt;br&gt;Soccer&lt;br&gt;Track Indoor/Outdoor&lt;br&gt;Wrestling&lt;br&gt;<strong>Women’s Program</strong>&lt;br&gt;Basketball&lt;br&gt;Cross Country&lt;br&gt;Soccer&lt;br&gt;Softball&lt;br&gt;Track Indoor/Outdoor&lt;br&gt;Volleyball</td>
<td>Face validity participation #’s.</td>
</tr>
</tbody>
</table>

* Objectives are written in terms of expected student outcomes or as expected behavioral changes.
PHYSICAL EDUCATION MAJOR — NON-CERTIFICATION

Philosophy:

The Department of Physical Education recognizes the broad range of needs that exist in a diverse student body. Serving “the sound mind in a strong body concept”, the department provides classes that assist students in developing basic values, mastering minimal levels of knowledge, and developing health and fitness level that will support both their personal and professional development. The department also serves various specific objectives.
### OBJECTIVES*

- To develop a personal fitness and life skills programs (PE 180, 220, BSC)
- To develop a working knowledge of basic health and safety programs. (PE 180)
- To develop a personal knowledge of the history of Physical Education cultural aspects of such programs and the knowledge of principles and objectives of Physical education. (PE 190)
- To develop the skills necessary to analyze skill requirements of selected individual sports and to demonstrate an acceptable level of competency in these activities. (PE 210, 220 and skill work)
- To develop a working knowledge of various rhythmical activities including social and folk dance and the ability to analyze the skills necessary for such activities. (PE 212)

### CLASS/ACTIVITIES

<table>
<thead>
<tr>
<th>Class/Activities</th>
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<tbody>
<tr>
<td>PHED 101</td>
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<td>PHED 102</td>
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<td>PHED 105</td>
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<td>PHED 110</td>
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<td>PHED 111</td>
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<td>PHED 136</td>
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<td>PHED 137</td>
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<tr>
<td>PHED 180</td>
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<tr>
<td>PHED 190</td>
</tr>
</tbody>
</table>

### TYPES OF ASSESSMENT

- Class discussion demonstrated proficiency tests and Illinois Competency Exam.
- Class discussion demonstrated proficiency tests and Illinois Competency Exam.
- Class discussion demonstrated proficiency tests and Illinois Competency Exam.
- Class discussion demonstrated proficiency tests and Illinois Competency Exam.
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- Class discussion demonstrated proficiency tests and Illinois Competency Exam.

* Objectives are written in terms of expected student outcomes or as expected behavioral changes.

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PHYSICAL EDUCATION MAJOR — NON-CERTIFICATION continued
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CLASS/ACTIVITIES</th>
<th>TYPES OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand and describe the structure and function of the major body</td>
<td>PHED 210, 211,</td>
<td>Class discussion demonstrated proficiency tests and</td>
</tr>
<tr>
<td>systems and in particular the mechanical principles associated with</td>
<td>PHED 316, 317,</td>
<td>Illinois Competency Exam.</td>
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<tr>
<td>human movement. (PHED 220, 315, 423)</td>
<td>PHED 318, 319,</td>
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<td></td>
<td>PHED 320, 325,</td>
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<td>PHED 420, 421,</td>
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<td></td>
<td>PHED 423, 425,</td>
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<tr>
<td></td>
<td>PHED 430, 450</td>
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<tr>
<td>Develop a working knowledge of the methods and techniques of coaching</td>
<td></td>
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<td>specific team sports.</td>
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</table>
PHYSICAL EDUCATION — SECOND TEACHING AREA

Philosophy:
The department recognizes that a broad range of academic interest exists in a diverse student body. Recognizing that students may have primary interests in other disciplines, the department offers a second teaching area for those who have concentrated interests in physical education and who wish to stay actively involved in an instructional capacity.

<table>
<thead>
<tr>
<th>OBJECTIVE*</th>
<th>CLASS/ACTIVITIES</th>
<th>TYPES OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop skills necessary to analyze skill requirements of selected individual sports and demonstrate minimal competency in these activities. (PHED 210, 220 Skills work)</td>
<td>PHED 101</td>
<td>Class discussion, demonstrate proficiency tests and Illinois Teacher Compiling Exam.</td>
</tr>
<tr>
<td>To demonstrate a knowledge of and adequate proficiency in selected team sports. (PHED 211)</td>
<td>PHED 102</td>
<td>Class discussion, demonstrate proficiency tests and Illinois Teacher Compiling Exam.</td>
</tr>
<tr>
<td>To develop a knowledge of various rhythmical activities including social and folk dance and the ability to analyze the skill necessary for such activities and methods for teaching specific activities at various levels. (PHED 212)</td>
<td>PHED 105</td>
<td>Class discussion, demonstrate proficiency tests and Illinois Teacher Compiling Exam.</td>
</tr>
<tr>
<td>To develop knowledge of the various objectives, methods and materials needed in instructional activities related to physical education. (PHED 311,320)</td>
<td>PHED 110</td>
<td>Class discussion, demonstrate proficiency tests and Illinois Teacher Compiling Exam.</td>
</tr>
<tr>
<td>To understand and describe the basic structure and function of the various systems and in particular mechanical principles associated with such activities. (PHED 220,315,423)</td>
<td>PHED 111</td>
<td>Class discussion, demonstrate proficiency tests and Illinois Teacher Compiling Exam.</td>
</tr>
<tr>
<td>To develop knowledge and skill necessary for program modification and requisite skills for working with handicapped when teaching physical activity. (PHED 430)</td>
<td>PHED 122</td>
<td>Class discussion, demonstrate proficiency tests and Illinois Teacher Compiling Exam.</td>
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<td>PHED 123</td>
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<td>PHED 131</td>
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<td>PHED 211</td>
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<td></td>
<td>PHED 316</td>
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</tbody>
</table>
Assessment of Student Learning in the Programs

Once students have completed the various endpoint assessments, the department further supplements these culminating activities with other evaluative data. Examples include: Survey feedback from graduate students, review of component scores of the Illinois Teacher Competency Exam, supervising teacher comments regarding student teacher, review of student teacher logs, review of the student teacher self analysis or analytical paper, departmental supervision of student teachers, feedback from various hiring agencies, i.e., schools, community agencies, etc., occasional feedback from the job candidates and finally placement success of departmental majors.

Areas identified as deficient are discussed with pertinent staff members and campus groups responsible for curriculum, procedural and budget redress and corrective action.
PHYSICS

Mission and Structure

The Physics program, while maintaining the rigorous standards appropriate to the discipline, carries enough flexibility to accommodate students with diverse career objectives and academic goals. The general structure of the Physics curriculum is as follows:

1. A three-course introductory sequence with Mathematics corequisites. The first two courses have integrated basic laboratories.

2. Intermediate level courses where the students learn to use mathematical techniques to solve physical problems.

3. Advanced level courses concentrating on content and concepts.

4. Independent Study Project and Science Seminar which involves an one on one interaction between the student and a faculty member.

This type of structured approach is helpful in preparing the students to a wide variety of careers, graduate school, teacher certification and cooperative engineering programs. In addition, there are also courses available for the science student whose discipline (Chemistry, Biology, Environmental Science, Mathematics and Computer Science) requires an understanding of basic physics principles and for the general student who needs an illustration of the physics principles that affect our daily lives and an appreciation of the role played by Physics in achieving the progress we see in our world.

The following specific goals of the Physics program are in many ways related to the statement of purposes arising out of the mission of the college. We believe that recognizing and appreciating the role of Physics in our daily lives can prepare the students for rich personal and professional lives. The specific goals #2 to 5 of the Physics programs can foster and promote intellectual inquiry and critical analysis. They also help the students to recognize and understand that the natural and social sciences follow a standard method of inquiry commonly known as the scientific method. Goals # 2 and 6 emphasize the importance of in-depth study in the major and our department does provide the students with a learning environment which fosters the discovery of connection among disciplines and larger patterns of meaning (goal #6).
### Assessment of Major Objectives

#### Goals of the Program

1. **Recognize and appreciate the role of Physics in our daily life.**
   - **Most Relevant Courses:** 103, 130, 132 and 134
   - **Assessment Measures:** Tests, homework problems, papers and laboratory reports

2. **Understand and appreciate the principles and laws of Physics the discovery of which has led to modern technology and progress.**
   - **Most Relevant Courses:** All courses
   - **Assessment Measures:** Same as above

3. **Learn to analyze, simplify and solve physical problems using mathematical techniques.**
   - **Most Relevant Courses:** 130, 132, 134, 208, 210, 211, 212, 302, 303, 312, 325, 356
   - **Assessment Measures:** Tests, homework problems, quizzes and laboratory reports

4. **Understand the basic tenets of scientific method - interpretation of data, formulation of hypothesis, development of theory, verification and reformulation of theory (in necessary).**
   - **Most Relevant Courses:** All courses
   - **Assessment Measures:** Tests, papers, laboratory reports, Independent Study Project and Science Seminar

5. **Learn basic laboratory skills of instrumentation, data collection, analysis and scientific report of the results obtained.**
   - **Most Relevant Courses:** 103, 130, 132, 190, 210, 211, 212, 302 and 325
   - **Assessment Measures:** Class observation, laboratory reports and Independent Study Project

6. **Understand the content and concepts of Physics at an advanced level and critically examine their implications and validity.**
   - **Most Relevant Courses:** 302, 303, 312, 325, 356 and 420
   - **Assessment Measures:** Tests, papers, laboratory reports and Independent Study Project
Assessment of Student Learning in the Major

The success of the program is assessed through the achievement of its goals as explained above. Further assessment is made by follow up measures such as alumni survey, performance in GRE tests, adequate preparation and success in graduate school and employment statistics of graduates.

The departmental majors receive close attention with regard to their progress and the problems they may face - both academic and personal. This is possible because of small class sizes (5 to 10 students in post-freshman major classes), the advising role of faculty members and the strong faculty-student relationship that exists as envisaged in the Mission of the College.

End-Point Measures

The department conducts an exit interview with all graduating seniors or juniors (3-2 program) using a standardized questionnaire and oral interview and records are maintained. The oral interview and the standard questionnaire are designed to assess how far the department is achieving its goals. If necessary, remedial measures would be taken through the budget process by discussing those measures in the department’s annual report.

The following reports are collected in relevant cases and studied:

1. GRE scores
2. Graduate school performance - passing the qualifiers, need for remedial courses, etc.
3. Summer internship reports
4. First-year performance in engineering schools

These four indicators, to some extent, can assess the overall learning outcomes of the Physics program, especially in the case of students heading towards Graduate or Engineering schools.

The detailed project reports of the Senior Independent Study Projects are filed and evaluated on the basis of expected standards. The project reports are carefully examined to assess how far we are reaching the specific goals #4, 5, and 6. A brief analysis in this regard is attached to each report.
PSYCHOLOGY

Mission and Structure

The Monmouth College psychology major is a traditional major, patterned after the American Psychological Association's "Principles for Quality Undergraduate Psychology Programs." The staff is committed to the ideals of the liberal arts. The major stresses empiricism, explicit decision-making practices, and clear communication and interpretation of research results. There is no expectation that the student is preparing for a career in psychology. The psychology graduate should be flexible, with multiple interests, and a career in business, education or law would be equally appropriate.

The curriculum has a course structure containing four components:

1. a mandatory introductory course with laboratory
2. methodology courses
3. advanced content courses
4. integrating capstone experience.

The department complements the general education curriculum by providing:

1. a link between the natural and social sciences, demonstrating their common scientific method,
2. the use of experimental procedures, explicit decision rules and quantitative methods for dealing with complex questions about behavior and society,
3. an emphasis on intrapsychic and biological explanatory mechanisms to balance the social explanations of the other social sciences.

As is the case with the other social sciences, psychology contributes to the College's overarching goals as elaborated in the "Monmouth College Statement of Purpose" (See Appendix) in such general areas as preparation for professional employment and leadership (goals 1 and 2). The department offers individual mentoring (goal 7.) and criticism and evaluation of written and oral communication (goal 8.) especially in conjunction with laboratory projects and independent studies. Psychology also imparts a body of substantive knowledge especially valuable for those seeking to grasp the biological, developmental, and social determinants of individual persons and their reflection and fulfillment in the individual's participation in the greater society (goals 1, 2, and 4C.). However, by virtue of its straddling the social and behavioral sciences, combining both positivistic and humanistic methodologies, psychology uniquely serves the general educational goal of clarifying and contrasting the various assumptions, rules of evidence, perspectives, and interconnections among the disciplines that study human beings (goals 4B, 6, and 9).

### Assessment of Major Goals

#### Goals of the Psychology Major

1. appreciate and synthesize the natural and social science aspects of psychology, requiring students to study both knowledge bases,

2. understand and evaluate common psychological research methods,

3. think scientifically, understand the relationships among theory, observation and conclusion, and critically evaluate the empirical support for various theories and findings,

4. speak and write effectively in the discourse of the discipline,

5. respect the diversity of behavior and experience and appreciate the rich opportunities for science and social relationships that such differences provide,

6. appreciate the ethical dimension to psychological research and practice,

7. understand how the study of psychology enables individuals to make informed judgements which strengthen the community and build public policy.

8. understand and appreciate the connections between psychology and the other traditional liberal art disciplines.

#### Most Relevant Courses

1. 101, 231, 318, 340
2. 201, 202, 420
3. 301, 302, 315, 318, 335, 340
4. 202, 420
5. 231, 233, 272, 335, 340
6. 202, 231, 420
7. 101, 350, 351, 420
8. 101, 233, 272, 318

#### Means of Assessment

<table>
<thead>
<tr>
<th>Courses</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 231, 318, 340</td>
<td>Course tests and discussion; Senior Comprehensive Exam</td>
</tr>
<tr>
<td>201, 202, 420</td>
<td>Course tests, lab reports and discussion; Senior Comprehensive Exam</td>
</tr>
<tr>
<td>301, 302, 315, 318, 335, 340</td>
<td>Course tests, papers; Senior Comprehensive Exam</td>
</tr>
<tr>
<td>202, 420</td>
<td>Course papers, discussion</td>
</tr>
<tr>
<td>231, 233, 272, 335, 340</td>
<td>Course tests, discussion, papers</td>
</tr>
<tr>
<td>202, 231, 420</td>
<td>Course projects, discussion</td>
</tr>
<tr>
<td>101, 350, 351, 420</td>
<td>351: Discussion and paper 420: Discussion</td>
</tr>
<tr>
<td>101, 233, 272, 318</td>
<td>Course tests, papers, discussion</td>
</tr>
</tbody>
</table>
Assessment of Student Learning Outcomes in the Major

The program’s achievement of these goals is assessed by the psychology staff in its normal teaching and advising activities. This is facilitated by the small classes and close relations between students and faculty. Most psychology majors also take Independent Study (Psych 351) providing a closer monitoring of their progress. This course provides students the opportunity to apply the knowledge they have obtained through course work to a particular field and/or occupation in psychology. Many students use this course to simply observe therapy in a real-life setting in order to clarify their own career goals. Other students have acquired actual practical experience through working in an applied setting. Compiling statistics at Henry Hill Correctional Center, or answering phones for the domestic violence hotline are two recent examples.

In their senior year, all majors take the Research Seminar (Psych 420), which includes an individual senior research project. All students are required to orally present their projects as a further means of assessment. In particular, objectives #2 (understanding and evaluating common psychological research methods) #4 (speak and write effectively in the discourse of the discipline) and #6 (appreciate the ethical dimension to psychological research and practice) are directly assessed through evaluation of their senior research projects. The department meets as a group after their oral presentations are completed (and their written work has been evaluated) and discusses the quality of each individual student’s research endeavor. If patterns emerge, i.e., students are weak in particular methodological areas, the department hopes to use this information to strengthen specific departmental offerings, most likely Research Methods I and II. In addition, a Senior Comprehensive Examination--patterned after the Graduate Record Psychology Area Test--is administered to all seniors. Data (from the last five) years is currently being complied. Specifically, the department plans to divide the test into sub-areas, (different divisions of Psychology) and evaluate students’ performance within each of these areas. Since not all courses covered on the exam are required courses, we may wish to reexamine requirements for the psychology major (or add courses to the psychology curriculum) if students are performing poorly in particular areas. Other procedures for assessing students toward the end or after their Monmouth experience include occasional surveys of seniors and alumni.
The purpose of the sociology major is to develop, in the context of a strong liberal arts program, well-educated citizens informed by a sociological perspective. Such a perspective enables one to understand the complexity of the social world: to see concrete problems as reflective of broader social issues and trends and to gain insight into the myriad ways groups construct and experience reality.

In order to do this we offer a variety of courses focusing on substantive knowledge concerning key social issues and institutions. Courses emphasize technical skills including both numeracy and literacy as well as critical thinking abilities. Beyond this, we are committed to developing graduates who show a sense of responsibility to others in their daily lives and a concern with issues of justice and equality in the larger society and world.

The emphasis in the above statement on such ideas as "well-educated citizens," "broader social issues and trends," and "concern with issues of justice and equality in the larger society and world" correspond directly to the broader Mission Statement of the College. Such phrases as well as our four major goals (second paragraph and program structure) also correspond to concepts in the Statement of Purposes (item number in parentheses) such as "citizenship" (2), "awareness and exploration of . . . principles" (3), "larger patterns of meaning" (4B), and "multiple perspectives on the human condition" (6) as these purposes pertain to departmental contributions. A second set of concerns in our statement parallels more concrete ideas in the Statement of Purposes. Our commitment to substantive knowledge as well as to technical skills and critical thinking corresponds most closely to "prepare for . . . professional lives" (1), "in-depth study in the major" (4A), "foster and promote intellectual inquiry and critical analysis" (7), "develop creativity and skills in written and oral communication" (8) and "understand the methods of inquiry and expression in the . . . social sciences" (9).
## Assessment of Major Goals

<table>
<thead>
<tr>
<th>Major Goals</th>
<th>Relevant Courses/Experiences</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Substantive knowledge:</strong></td>
<td></td>
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</tr>
</tbody>
</table>
| Overall understanding of a sociological or social science approach to the study of human beings | 101, 102  
INTR 201 | Grade in course (Note: all students take INTR 201; most majors take 101 or 102) |
| Specialized knowledge of specific areas within sociology | 300 level courses  
(4 required as minimum) | Grade in course |
| **II. Technical skills** | | |
| Writing | All courses include essays, short answer writing, and/or papers | Grade on written assignments and in course |
| Statistics - use and understanding of | Math 106 (not in major but required of all majors)  
specific lab exercises in 203 | Grade in course |
| Qualitative and quantitative research techniques | Laboratories in 202 and 203; 420 | Grade on lab exercises |
| Working in groups to pursue projects | Specific lab exercises in 202 and 203 | Lab grades in 202 & 203; part of overall grade in 420 |

Qualitative assessment based on observation of class as whole
## Assessment of Major Goals

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<thead>
<tr>
<th>Major Goals</th>
<th>Relevant Courses / Experiences</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the scientific process, i.e, the relationship between theory and research; interpretive vs. positivist approaches to understanding</td>
<td>202, 203</td>
<td>Grade on exams and research design</td>
</tr>
<tr>
<td>Ability to design a research project</td>
<td>203</td>
<td>Grade on research design as culminating experience of 202 and 203</td>
</tr>
<tr>
<td>Ability to develop and carry out a research project from a review of the literature through analysis and presentation</td>
<td>420</td>
<td>Grade in course; qualitative evaluation by faculty</td>
</tr>
<tr>
<td>IV. Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility in small groups</td>
<td>202, 203, 420</td>
<td>Evaluation by faculty based on observation of interaction in class</td>
</tr>
<tr>
<td>Concern with issues of justice and equality</td>
<td>101, 102, all 300-level courses</td>
<td>Grade on exams and papers requiring analysis &amp; synthesis</td>
</tr>
</tbody>
</table>
Assessment of Student Learning in the Major

A file will be kept of each year’s graduating class which will include

1. High school GPA and ACT/SAT for each major
2. Copy of 203 research design (midpoint check)
3. Copy of 420 research (endpoint evaluation)
4. Transcript of grades for each major

In addition to maintaining the class file, the department reviews all senior majors with respect to awarding the Epley Award for Excellence in Sociology as well as departmental honors. Descriptions of these awards (see below) are distributed to and discussed with students in 202, the first required course in the major, so that the students understand fully what the goals of the sociology major are.

Since the Epley Award is based on an assessment of how well students meet the goals of the departmental major, the assessment of students also involves an assessment of the program. Specifically, we look at overall student progress through the major and the larger college program to evaluate whether or not our majors have grown intellectually based on courses taken, grades, and increasing intellectual ability between the 203 research design and the 420 independent research project. In reviewing exams and reviewing student records for the Epley Award we also are assessing how we are doing; if glaring holes are seen in exam results, overall performance at the time of the Epley Awards or in senior independent study when it comes due in early May, we modify the course or 202-203 sequence appropriately.

Epley Award for Excellence in Sociology

The Epley Award is awarded at the annual Honors Convocation to those seniors who demonstrate overall excellence in the four goals of the Sociology major. A minimum G.P.A. of 3.0 reflects strength with respect to (1) substantive knowledge, (2) technical skills and (3) critical thinking. In addition, persons embrace the (4) values of responsible citizenship as evidenced by their engagement with other students and student groups on campus and/or engagement beyond the campus through such activities as independent research serving agencies seeking help, volunteer activities, etc.

Honors in Sociology

Honors in Sociology is awarded to Sociology majors at Commencement who have attained a 3.5 G.P.A. in Sociology and whose senior research project demonstrates a professionalism beyond that normally expected of college seniors.
SPEECH COMMUNICATION AND THEATRE ARTS

Mission and Structure

The Speech Communication and Theatre Arts major is an integrated study in Communications, Media, and Theatre. The goal of the major is to develop competencies in the analysis, understanding, creation and delivery of communication exchanges.

Human communication takes place in a variety of environments (intrapersonal, interpersonal, group, public) and in private and public settings. It involves understanding of self, message transmission and reception, aesthetic principles, audience analysis, and skills development. It utilizes verbal and nonverbal codes transmitted face to face and through an ever increasing array of communication technologies. It is, quite simply, the language of everyday living; and its understanding is crucial for helping our students to:

explore multiple perspectives on the human condition and (to) prepare themselves for rich personal and professional lives...for leadership, citizenship, and service in a global context. (Monmouth College Mission Statement)

In these ways our major supports the mission and purposes of the college. In fact, communication undergirds all education, and the department takes very seriously its commitment to support the general purposes of the College.

As one example, our senior “capstone course”, Freedom of Expression and Communication Ethics, explores issues such as artistic freedom, free speech and the ethical dimensions of communication (purpose three).

Upper level courses such as Organizational Communication, Interpersonal Communication, Principles of Directing, and Media Production use intensive small group projects to “foster and promote intellectual inquiry through mentoring relationships” (purpose seven).
More than half our majors also major in another department, and we encourage this exploration as a means of “fostering the discovery of connections among disciplines and of larger patterns of meanings.” (purpose four [a]).

The department certainly seeks to “develop creativity and skills in written and oral communication and artistic expression” (purpose eight) and to “understand the methods of inquiry in the arts, humanities, sciences, and social sciences” (purpose nine).

Monmouth College has created a four year program of study and experiences “in order to foster the discovery of connections among disciplines and of large patterns of meaning” (Mission statement). The Speech Communication and Theatre Arts department supports this endeavor through coursework designed for all campus members (Fundamentals of Speech Communication, general education offerings in Theatre and Media, coursework in Issues and Ideas), through extracurricular offerings, and through its major program.

A major consists of at least 30 semester hours, and includes three core courses:

Fundamentals of Speech Communication (SCAT 101)
The Vocal Instrument (SCAT 206)
Senior Seminar: Freedom of Expression and Communication Ethics (SCAT 450)

Majors must take at least three semester hours from each department area (Communication, Media, Theatre), and are expected to participate in extracurricular offerings.
# Assessment of Major Goals

<table>
<thead>
<tr>
<th>Objectives of the Major</th>
<th>Most Relevant Courses</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To define, analyze communication strategies used by presenters in various communication contexts</td>
<td>SCAT 101, 204, 205, 221, 301, 302, 306, 450</td>
<td>Written examinations, evaluations of class presentations, evaluations of pre-recorded materials</td>
</tr>
<tr>
<td>2. To create and deliver successful communication message exchanges</td>
<td>SCAT 101, 111, 206, 208, 212, 225, 321</td>
<td>Exercises, laboratory assignments, public presentations (both individual and group)</td>
</tr>
<tr>
<td>3. To understand and articulate significant concepts/events in the history and development of public communication/performance</td>
<td>SCAT 110, 221, 301, 306, 308, 316, 317, 450</td>
<td>Written examinations written research projects</td>
</tr>
<tr>
<td>4. To demonstrate application of appropriate communication theory in public communication settings.</td>
<td>SCAT 301, 308, 314, 315, 321, 403, 413, 423, 424, 430</td>
<td>Projects appropriate to each class (for example, a training project in SCAT 301; Design or Directing presentations in SCAT 314 and SCAT 315; commercials/news programs in SCAT 321; or a portfolio of materials developed during an Internship experience (SCAT 403, 413, 423, 424, 430).</td>
</tr>
</tbody>
</table>
Assessment of Student Learning in the Major

Proficiency in achieving objectives is assessed first through formal evaluation (examinations, paper, projects, oral performances) in each academic offering. Competency is also assessed by faculty directors and advisors as each student participates in the co-curricular program of the department (Theatre, Radio, Television). The rise of a student to positions of authority and responsibility in departmental programs (radio Station Manager, Departmental Assistant, Stage Manager, Director, Designer) is seen as an indicator of competence and accomplishment. Assessment also takes place outside the department through evaluations/performance in Student Teaching, Internships, Standardized Tests, Job Placement.

Systematic assessment will occur primarily as students take the “core courses” listed above. This offers the opportunity for entry level assessment as well as comprehensive assessment. Given the variety of teaching methodologies and disciplines offered in the department, individual student assessment vehicles will be multi-faceted. Strategies include but are not limited to:

* Standardized Tests (subject knowledge, comparative data)
* Written/Oral Examinations (subject knowledge)
* Public Presentation/Performance (skills development, application)
* Portfolio Analysis (application, comprehensive evaluation)

Data will also be routinely collected via student course evaluations, and selected students and alums will be surveyed to determine areas of success and areas of needed study for improvement.

Because our graduates prepare for a wide variety of careers, we will use a number of end-point measures as assessment tools. For those students involved in Teacher Education, the state’s proficiency test is a measure of subject area knowledge. Since this test has competency areas in Communication, Media, and Theatre we have asked for resources so that more of our students (in addition to Teacher Education candidates) can take this exam. For those students who seek entrance to graduate school, we will monitor performance on appropriate examinations (GRE, LSAT, etc.) and will also consider acceptance rates and the offering of graduate/teaching/research assistantships. For those students who seek to enter the workforce, we will monitor (via alumni surveys) percentages of entry versus state and national norms (given that a small number of majors are involved in a large number of career paths, we will combine several years’ data here).

Departmental faculty will meet on a regular basis to review assessment information and to identify opportunities for change/improvement.
Monmouth College operates several affiliated programs designed for more specialized career preparation than is found at a liberal arts college. These programs include,

<table>
<thead>
<tr>
<th>Program</th>
<th>Affiliated Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Washington University of St. Louis</td>
</tr>
<tr>
<td>Engineering</td>
<td>Case Western Reserve University</td>
</tr>
<tr>
<td></td>
<td>University of Southern California</td>
</tr>
<tr>
<td></td>
<td>Washington University of St. Louis</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>Rush University (Chicago)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Rush University (Chicago)</td>
</tr>
<tr>
<td></td>
<td>Mennonite College of Nursing</td>
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<td></td>
<td>(Bloomington, IL)</td>
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</tbody>
</table>

Students in the Architecture program spend three years at Monmouth College pursuing either an Art major or a Topical Major followed by four years in the professional architecture program. After successfully completing the first year in architecture school, the student receives a B.A. degree from Monmouth and, after successful completion of the architecture program (four years at Washington University), the student receives a Master of Architecture degree. Students in the Engineering program spend three years at Monmouth College pursuing a major in Chemistry, Mathematics or Physics followed by two years in the professional engineering program. At the completion of the engineering program the student receives a B.A. degree from Monmouth College and a B.S. degree in Engineering. Students in the nursing or medical technology programs spend three years at Monmouth College pursuing a Topical major followed by two years at the affiliated school. At the completion of these programs the student receives a B.A. degree from Monmouth College and a B.S. degree from the affiliated program.

These programs contribute to the first two purposes drawn from the College Statement of Purposes:

1. Prepare students for rich personal and professional lives.

2. Prepare students for positions of leadership, service and citizenship in a global context.
Assessment of Student Learning in the Programs

The principal objective of these programs (for Monmouth College) is to prepare students for the work to be conducted at an affiliated school after they leave Monmouth. Specific objectives for students completing these programs fall under the assessment procedures adopted and managed by the affiliated program schools where end-points can be measured. Specific objectives of the courses and majors that students complete at Monmouth College are described in the departmental major documents found above. Thus, program assessment and endpoint measures are used as appropriate to the respective majors.

In addition, the first year performance in the affiliated program is closely monitored for each student. The students' ability to complete the program in the appropriate time and the kind of job opportunities they have after graduation are also tracked for assessment purposes.

The coordinator of each affiliated program at Monmouth College keeps informal contacts with the Directors of the programs our students attend. Some of these Directors visit our campus every year for recruitment purposes that provides excellent opportunities for informal discussions about our program. All specific actions aimed at improvement of the Monmouth portion of the program resulting from discussions held with these Directors are recorded in the Assessment file. If necessary, remedial measures are taken through the budget process by discussing these measures in the annual report of the program coordinator's department.
 MONMOUTH COLLEGE CO-CURRICULUM

Mission, Structure and Goals

Monmouth College has a rich array of co-curricular activities which promote the College’s mission and purposes by providing a learning environment which is value centered, intellectually challenging, aesthetically inspiring, and culturally diverse. Just as students’ classroom experiences are carefully coordinated within the framework of Monmouth’s academic curriculum, so are many of our students’ residential experiences coordinated within what we call the co-curriculum. While the academic curriculum and the co-curriculum address different developmental needs, together they provide a cohesive, well-conceived experience that gives shape and direction to developing minds and bodies.

The academic curriculum comprises the Freshman Seminar, the general education components, the major, and elective courses. These elements provide a balance between general education—in the general education components—and specific education—in the major. The interplay between these two intellectual forces helps to prepare individuals who are adaptable and analytical and who, at the same time, view the world with a set of values and sense of purpose.

Recognizing that students develop in several ways during the college years, not just intellectually, the co-curriculum deals with other major facets of a student’s growth. The four elements of the co-curriculum are career and leadership development, social skills development, wellness in mind, body & spirit, and intellectual development.

Elements of the Co-curriculum and Their Purposes

CAREER & LEADERSHIP DEVELOPMENT involves the analysis of the world of work, self-assessment, and making decisions about life plans. It includes learning to be an adaptable and ethical leader not only in a work place, but in the community. Using the resources of the “Wackerle Career & Leadership Center,” programs on leadership development, involvement, graduate school, graduate entrance examinations, resume writing, undecided majors, interview workshops, internships, resume writing, and leading by serving are held throughout the campus. In addition, faculty, staff, senate members, alumni, and community members address the campus community or participate in panel discussions and help clarify how a liberal arts education contributes to sound leadership in the various communities we will live and work in.

College purposes served:
1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
SOCIAL SKILLS DEVELOPMENT entails learning about self and others by acquiring skills essential to forming open, intimate, and mature relationships. Besides informal discussions and experiences coordinated through the residence halls, fraternity houses & commuter lounge, numerous activities are sponsored on campus through the student programming board and its subcommittees, student government and various campus organizations. Dances, coffeehouse performances, and other planned activities also encourage this development. In addition, special programs on relationships, dating, and communication are also organized. Avenues for exploring social values include open forums about ethnic diversity, retreats and trips to expose students to differences in culture.

College purposes served:
3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.
4. Create and maintain a learning environment which is value centered, intellectually challenging, aesthetically inspiring, and culturally diverse.
6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.

WELLNESS-THE DEVELOPMENT OF A HEALTHY MIND, BODY & SPIRIT includes the learning of behaviors that promote a life-style of health. Wellness at Monmouth offers students, faculty & staff aerobics, yoga, meditation, dance, health walks, and conditioning. Incentive programs and health screenings to check cholesterol and blood pressure are also sponsored. A newsletter, speakers and an intramural program also provide the campus community with information about health and opportunities to participate in activities. Spiritual and religious programming is offered through the chaplain intern’s office and through the campus series, “Our Search for Meaning.”

College purposes served:
1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.

INTELLECTUAL DEVELOPMENT is designed specifically to support and extend ideas and concepts explored in the academic curriculum. This is accomplished through programs in the living units and on campus that, for example, support the areas of the general education program: Beauty & Meaning in Works of Art, Human Societies, Physical Universe & Its Life Forms, Issues & Ideas, and Language.

College purposes served:
1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.
4. Create and maintain a learning environment which is value centered, intellectually challenging, aesthetically inspiring, and culturally diverse.
5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.
6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.
7. Foster and promote intellectual inquiry and critical analysis through mentoring relationships characterized by individual attention.
8. Develop creativity and skills in written and oral communication and artistic expression.
9. Understand the methods of inquiry and expression in the arts, humanities, sciences and social sciences.
The following checklist provides a sampling of possible activities in which a student can engage to supplement his/her classroom experience. The intent of this list is to provide ideas for involvement and only represents a fraction of the many opportunities available to students. Feel free to add items as they seem appropriate. Students are encouraged to involve themselves at least once in each of the four areas of the Co-curriculum during their four years at the College.

**Career and Leadership Development**
*Involves the analysis of the world of work, self-assessment, and making decisions about life plans. It includes learning to be an adaptable and ethical leader in the work place and the larger community.*

- Hall Council
- Student Association
- Campus Clubs/Organizations
- Committees/Task Forces
- Campus Media
- Residence Hall Programs
- Workshops, seminars, special training
- Wackerle Career Development Programs
- Wackerle Discover Self-Assessment Program
- Wackerle Leadership Development Workshops
- Position of Leadership within a campus club or organization
- Panhellenic Council involvement
- Interfraternity Council involvement
- Campus employment
- Internships

**Social Skills Development**
*Entails learning about self and others by acquiring skills essential to forming open, intimate and mature relationships. Also includes avenues for exploring social values such as open forums about cultural diversity, retreats and trips to expose students to differences in culture.*

- Attendance at various campus club/organization sponsored events
- Cultural field trips
- Multicultural events and programs
- Programs on relationships and dating
- Music and theater performances
- Informal discussions in residence halls, cafeteria, etc.

**Wellness in Mind, Body and Spirit**
*Includes the learning of behaviors that promote a life-style of health in mind, body and spirit.*

- Wellness Center activities
- Recreational sports (Intramurals)
- Varsity sports
- Religious and/or spiritual program participation
- Service to the community

**Intellectual Development**
*Is designed specifically to support and extend ideas and concepts explored in the academic curriculum.*

- Attendance at various campus lectures and programs
- Employment or Internship within academic discipline
- Research projects
- Position as tutor
- Host of campus program on curriculum related topic
- Presentation of paper
ASSESSING THE EFFECTIVENESS OF THE CO-CURRICULUM

The effectiveness of the Co-curriculum is assessed in a number of ways. Each semester the Student Affairs Staff reviews the various areas of the Co-curriculum with student focus groups (students selected at random and student leaders) to assess the impact of the Co-curriculum and to seek recommendations from the student body. Also each semester the preprogram guides and the program evaluation forms that are used by residence hall staff when planning and evaluating each program’s effectiveness are reviewed in an effort to assess attendance and the over-all value of each program. At the close of each semester the Student Affairs Staff reviews the work of the semester in light of the feedback from the student focus groups, the residence hall staff evaluation information and the College’s Mission and Purposes and plans for the following semester accordingly. Finally, the Assessment Committee’s annual portfolio review, which includes a senior transcript reflection, will include questions about the Co-curriculum.
HONORS PROGRAM

Mission and Structure

The Honors Program at Monmouth College provides a rigorous academic program in general studies for the well-prepared student. Acceptance into the program is competitive and normally occurs at the end of the first semester of the freshman year. The intention of the program is “to reinforce and extend the perspectives of the General Education curriculum” (97-98 Catalog, p. 100). Toward that end courses in the Honors Program are specially designed and are not duplicated in other parts of the college curriculum.

Honors I (HONR-110) focuses on the methods of the various branches of knowledge and criticizes the several means of acquiring that knowledge and of discerning meaning. Selected Topics (HONR-210) are concentrated presentations of particular topics, issues, movements, or critical examinations of a person’s work or a text. These courses rotate depending on faculty interests and availability. Four courses are required. The senior requirement, Honors II (HONR-410) issues in a substantial and independently researched paper under the guidance of a faculty member. Students then deliver the paper in a formal public presentation.

A minimum of 18 semester hours is required for graduation. (With prior approval a student may apply 3 hours from an ACM-GLCA off-campus program of study toward Honors.) Students must have a graduating g.p.a of at least 3.5, and have a grade of “B-“ in each Honors course. They must satisfy all other curricular mandates of the college in order to graduate with Honors.

The Honors Program supports the mission and purposes of the College by reinforcing the collegial atmosphere of the institution. Because the program is purposefully small, composed of faculty and students having diverse backgrounds and professional interests, there is a welcome opportunity to work closely with one another. In courses designed “to foster the discovery of connections among disciplines and of larger patterns of meaning” (97-98 Catalog, p. 3), students are encouraged to appreciate multiple and sometimes conflicting perspectives apparent in the acquisition of knowledge. By providing a variety of curricular offerings, the program de-emphasizes a core approach in favor of critical inquiry and rigorous examination of diverse topics. Hence, the multiple perspectives of the program inculcate values of independent responsibility for one’s education within the communal setting of formal course participation.
### Assessment of Major Goals

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Applicable Courses</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension of Freshman Seminar issues; introduction to modes of intellectual inquiry</td>
<td>HONR-110</td>
<td>Essay examinations, critical written assignments, oral presentations</td>
</tr>
<tr>
<td>Intensive study of specific issue, idea, or person instrumental in shaping our collective identity</td>
<td>HONR-210</td>
<td>[see above]</td>
</tr>
<tr>
<td>Integrative summation of student’s intellectual experience</td>
<td>HONR-410</td>
<td>Major research paper and public presentation</td>
</tr>
</tbody>
</table>

The rigorous expectations in the objectives of the various phases of the Program provide the means by which the highly motivated and disciplined student can gain an appreciation of the complexities and interdependencies of knowledge, in a setting which reinforces both independent thought and communal cooperation. In that the Program is not based in specific disciplines, ranges freely across the field of human understanding, and is staffed by participants from all areas of the College, Honors is a unique effort at this institution. It offers the opportunity for informed and integrative inquiry, with the end in mind that sympathetic, critical, and independent judgment is more than a matter of instrumental technique, and that the educated person strives for sapientia as well as scientia.
Assessment of Student Learning in the Program

Because the Program just began in the spring of 1996, we have little evidence to make definitive judgments. Enrollments for the initial class were small, but the class accepted in the fall of 1996 was more than double in size. The group for 1997 is approximately the same size as the previous year. Attrition, as was expected, is high (60-70%) for our current juniors and sophomores. We have not gleaned a clear explanation regarding the drop-out rate. The Honors Committee has reviewed recruitment and the application process, and it is satisfied, for the moment, to continue with earlier procedures, generally. It appears, however, that some students leave the program for legitimate academic and intellectual alternatives, while others find the demands of the program too arduous. The rate of attrition is an item of continuing interest, and the committee continues to seek clarity.

HONR-110 has been taught twice, the second time after a refocus and significant revision of the syllabus. The offering in spring, 1998 will follow the syllabus of that earlier revision, which seemed to facilitate positive results.

HONR-210 has had three appearances but no repetitions of specific courses. Evidence for their effectiveness remains at the anecdotal, primarily. Scheduling of 210s is problematic. We have lost one course due to alternative employment of the faculty member. Obtaining future teaching commitments is difficult, apparently in response to the heavy teaching demands already incumbent upon the faculty. If this difficulty persists, the Program as it is currently constituted regarding HONR-210 may require imminent restructuring.

Our first seniors are currently enrolled in HONR-410. They are pursuing specific topics and working satisfactorily to a finished state. The hope for the committee is that the topics and the manner by which the students follow through with their chosen projects will reinforce the interdisciplinary and integrative perspectives of the program. Indeed, the papers ought to demonstrate a capacity to examine closely and to assess broadly. At the least, we hope to see confirmation of independent thought and reference to work in the major and general education. We shall see.
WOMEN’S STUDIES MINOR

Mission and Structure

The Monmouth College Women’s Studies minor is a multi-disciplinary minor that considers gender and feminist theories and feminist perspectives in courses across the curriculum and in many different topics. The staff currently come from seven different disciplines, and all are committed to the ideals of liberal arts and the importance of serious feminist criticism in the academy. The Women’s Studies minor is intellectually challenging and studies diverse cultures within the liberal arts tradition. Women’s Studies courses are often small, promoting a close relation between faculty and students. The minor stresses the skills of critical thinking, analytical and synthetic thinking, clear and organized prose writing, discussion strategies, and making wide-ranging connections across traditionally conceived boundaries. There is no expectation that the student is preparing for a graduate program in women’s studies. Instead, this minor was created to be flexible, to enhance all majors, and to consider and question human assumptions about gender. All courses beside the introduction, independent study, and capstone are within departments or under the Issues and Ideas rubric. All of the Women’s Studies faculty believe that “there are many feminisms and that there is room for diversity of feminist thought.” (C. Tyirin Kirk)

The curriculum has a course structure containing three mandatory components:

a. an introductory course (WOST 201--Feminism),

b. a total of 15 to 17 hours of Women’s Studies course work,

c. a capstone course (WOST 401--Women, Justice and Equality).

The minor uniquely complements mission and purposes of the college as well as the general education curriculum by providing:

a. the only multidisciplinary, systematic and in-depth investigation of feminist criticism and gender inequalities,

b. a connection among all disciplines and all majors, demonstrating the uses of feminist perspectives and criticism,

c. the opportunity for a student to study the world through the lens and with the critical tools of gender analysis and/or feminism to the topic of their choice in an independent study.
Assessment of Program Goals

Goals of the Women’s Studies Minor:

1. To introduce students to definitions of feminist thought, feminism, or feminist criticism.
   
   **Assessment:** exams, quizzes, journals, research papers

2. To provide a history of feminist thought, definitions of feminism, or feminist criticism.
   
   **Assessment:** exams, quizzes, journals, research papers

3. To heighten awareness of gender inequalities.
   
   **Assessment:** discussion, presentations, exams, quizzes, journals, research papers--and in WOST 201 the “Women’s Project”

4. To introduce students to marginalized, overlooked, underappreciated women and their works.
   
   **Assessment:** exams, quizzes, journals, research papers

5. To apply feminist criticism in their writings and research.
   
   **Assessment:** journals, short papers, research papers

6. To understand the major works of feminist scholarship and/or the major feminist intellectual or artistic creations.
   
   **Assessment:** exams, quizzes, research papers

7. To discuss persuasively or speak publicly.
   
   **Assessment:** class presentations, class discussions

8. To write coherently, logically, and correctly.
   
   **Assessment:** essay questions, journals, short papers, research papers.

9. To understand how feminisms and feminist critiques enable persons to make informed judgments which strengthen the community, build public policy, and reconfigure sexist institutions.
   
   **Assessment:** in WOST 201 the “Women’s Project,” quizzes, exams, class discussions, short papers, research papers.

10. To understand how feminist thinking and feminist criticism can infuse traditional liberal arts disciplines.
    
    **Assessment:** class discussions, journals, research papers, exams
Application of Women’s Studies Minor Goals to Specific Courses:

WOST 201: Goals number 1, 2, 3, 5, 7, 8, 9, 10
Art 306 (Women, Art, and Feminism): Goals number 1, 2, 3, 4, 5, 6, 7, 8, 10
Classics 210 (Ancient Literature): Goals number 3, 4, 6, 7, 8, 10
Classics 240 (Ancient Society): Goals number 3, 4, 6, 7, 8, 10
English 260 (Literature of Feminism): Goals number 1, 2, 3, 4, 5, 7, 8, 10
English 348 (English Novel--when appropriate):
  Depending upon the topic, goals number 1, 2, 3, 5; certainly goals number 4, 7, 8, 10
Government 244 (The Politics of Islam): Goals number 3, 4, 7, 8, 9, 10
History 330 (Biography and U.S. History): Goals number 1, 3, 4, 7, 8, 9, 10
History 370 (Women in U.S. History): Goals number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Issues and Ideas 426 (Feminist Approaches to Literature and Society): Goals number 1, 2, 3, 4, 5, 6, 7, 8, 10
Psychology 272 (The Psychology of Women): Goals number 1, 3, 4, 5, 6, 7, 8, 9, 10
jSociology 343 (Population): Goals number 3, 8, 9, 10
Sociology 345 (Gender, Race, and Ethnicity) Goals number 1, 3, 7, 8, 9, 10
Sociology 355 (Social Movements): Goals number 3, 4, 7, 8, 10
WOST 401: Goals number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Assessment of Student Learning in the Program

The program’s achievement of these goals is assessed by the women’s studies faculty in their normal teaching activities. This is facilitated by small classes and close relations between students and faculty. Many women’s studies minors also take WOST 320 (Independent Study). This course provides a closer monitoring of their progress on many potential different topics and in several potential different means. The capstone course is a culmination and measure of the education Women’s Studies provides in feminist thought and the understanding of gender. The capstone class is an endpoint assessment tool, because students are expected to show facility in various topics covered in previous WOST classes and to synthesize their knowledge in a formal research paper, broadly conceived, that demonstrates their command of the field.