

Webster University
Assessment Excellence 2006

This is the first assessment report for Webster University. It is a celebration of the synthesis of significant collaborative efforts, in the area, across the entire university. It arises from unwavering dedications of leadership, critical faculty intellectual expertise, staff diligence and support, and technological innovation and professionalism.

Assessment, at Webster University, is an internal process whereby the faculty determine how well its students are meeting specialized faculty expectations. Assessment scoring is not the same as grading student work. Where grading is a holistic enterprise, that captures the entire student experience, in a given class or learning experience, assessment narrows its focus to highlighting a few specialized skills or knowledge areas so that faculty may better understand, at a deeper level, how well the program (the curriculum of a given program) helps students develop their skills and knowledge. The faculty and campus leaders then determine if changes to the curriculum or the program need to be made, in order to increase the positive outcomes that students realize as members of the campus community.

The past focus, in higher education, was on pedagogy and on the faculty. The lens has now changed over time, and the focus is on what students learn as a result of a particular design of an academic program. There is, of course, still a strong concern with faculty credentials and a sense of respect for their expertise; however, America's colleges and universities are being questioned more frequently about the competitiveness of students in a global world. The infusion of assessment into higher education is meant to help faculty and campus leaders respond more fully to questions about what students know and can do as we compete more and more in global markets. Ideally, the findings of academic assessment can be used in pro-active ways to further enhance an institution and its reputation.

The bottom line is that everyone at Webster University is engaged in this process of thinking, again, about our students and the positive influence of our programmatic designs on students' skills, on their level of sophistication in terms of intercultural competencies, and on their subject-specific knowledge.

Any errors in this report are mine. Thank you for letting me know of any needed changes and for holding not only our students to high standards but myself, as well. Kathy Marlock, Ph.D., Director of Academic Assessment, phone: 314-961-2660 x8697, email: kmarlock@webster.edu.

Special recognition for significant accomplishments in the area of assessment goes to these individuals (offices or schools and colleges are noted in alphabetical order):

Academic Resource Center (ARC)

Dr. Pat McLeese, Immediate Past-Director of ARC

Barbara Stewart, Current ARC Director

Fran Hooker, Writing Center Coordinator

All staff and coordinators involved in implementation of assessment

College of Arts and Sciences (ArSci)

Dean David Carl Wilson, Ph.D.
Dr. Bruce Umbaugh, Assessment Coordinator
Dr. Bill HuddlestonBerry (In Memorium)
Dr. Don Conway-Long
Dr. Dan Hellinger
Dr. Allan MacNeil
Dr. Kelly Kate-Pease

All faculty engaged in assessing the level of student mastery in the Arts and Sciences.

General Education Assessment (GenED)

Dr. Gary Kannenberg, General Education Coordinator
Gary Glasgow, M.F.A. and Carol Schwab, M.S., Curriculum Committee Co Chairs 05-06
Gary Glasgow, M.F.A. and John Aleshunas, M.S., Curriculum Committee Co Chairs 06-07

Information Technology

Larry Haffner, Vice President
Jef David, IT for School of Communications
Bill Dyer, IT for School of Education
Erik Palmore, IT for College of Arts and Sciences
Mary Petersen, Director, Administrative Information Systems
Ryan Robinson, IT for Leigh Gerdine College of Fine Arts
Ginnie Schuermann, Database Manager
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Leigh Gerdine College of Fine Arts/Art (ART, ARHS)

Dr. Tom Lang, Chair
All Art faculty engaged in assessing the level of student mastery in the Arts

Leigh Gerdine College of Fine Arts/Music Department (MUSC)

Dr. Michael Parkinson, Chair
All Music faculty engaged in assessing the level of student mastery in Music

Leigh Gerdine College of Fine Arts/Theatre and Dance (THEA) (DANC)

Dottie Marshall Englis, MFA, Chair
John Wylie, MFA
Gary Glasgow, MFA
Doug Finlayson, MFA

The entire faculty in the Department of Theatre and Dance who are engaged in delivering academic quality with standards representing some of the highest in the field and an individualized assessment process that maintains a competitive, rigorous program of study for all students who participate in the program.

School of Business and Technology (SBT)

Dean Benjamin Akande, Ph.D.

Pat Masidonski, Associate Dean

Dr. Sebastian Bellomo, SBT Assessment Committee Chair

SBT Leadership Team & All faculty engaged in high quality assessment processes which are resulting in new ways to discuss the far-reaching outcomes of this worldwide cornerstone and centerpiece of Webster University's curriculum.

School of Communications (SOC)

Dean Debra Carpenter, M.A.

Sally Lorino, Assistant Dean

Gary Ford, M.A.

Susan Stang, M.F.A.

All faculty in the School of Communications engaged in delivering and transforming the way that we talk about their curriculum as one of the most competitive in the nation, in Communications' fields.

School of Education (SOE)

Dean Brenda Fyfe, Ed.D.

Dr. Carol Hoyt, Accreditation Coordinator

Dr. Roy Tamashiro, SOE Assessment Coordinator

All faculty engaged in assessing the impact of specialized teacher certification curricula in 19 programs as well as education curricula, in general, to students in the School of Education. They have single-handedly advanced Webster's capabilities in the area of data management by requiring innovation and responsiveness.