



Benedictine University™

Learning Impact Report 2008

Mission of Benedictine University

The Mission of Benedictine University

Benedictine University dedicates itself to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. As an academic community committed to liberal arts and professional education distinguished and guided by its Roman Catholic tradition and Benedictine heritage, the University prepares its students for a lifetime as active, informed and responsible citizens and leaders in the world community.

The Vision of Benedictine University

Benedictine University is a Catholic university in the Benedictine tradition that provides a values-centered liberal arts education enriched by our excellence in science.

The Values of Benedictine University

- A search for God by oneself and with others;
- A tradition of hospitality;
- An appreciation for living and working in community;
- A concern for the development of each person;
- An emphasis on a life lived in balance;
- A dedication to responsible stewardship of all things; and
- A commitment to academic excellence.



Guided by our university mission and vision, Benedictine University creates a community of scholars committed to student learning, scholarship, service and diversity. This report is a celebration of some of the achievements during 2007-2008 which illustrate our commitment to continuing to improve student learning. I hope you enjoy learning about them as much as I enjoyed uncovering them!

Catherine Arnold, M.S., Ed.D.
Assistant to the Provost, 2007-2008
Assessment and Accreditation

Student Learning Outcomes

As part of a course in the Political Science Department, the Benedictine Model United Nations team has won four awards this past year. Led by department chairman Joel Ostrow, Benedictine students received an Outstanding Position Papers Award and were invited to attend the first Model UN conference to be held in China in November 2008.

A review of the pre- and post-test results for MBA 500-“Financial Accounting” showed that, on average, students improved their scores a minimum of 66.5 percent at the end of the course. These evaluations enabled the instructor to determine which concepts require more focus and how best to structure the lectures, discussions and case studies.

The Biology Department reported statistically significant ($p < .0001$) increases in pre- to post-test scores. Genetics sections reported performance increasing from 54 percent to 72 percent and 47 percent to 72 percent. A similar significant increase was found in two sections of BIOL 109 - “Introduction to Biology Lab,” with scores increasing from a pretest score of 45 percent to 67 percent in fall and 45 percent to 70 percent in spring.

An analysis of MGT 530 - “Organizational Behavior” revealed the positive impact of the reinforcement of objectives. Course sections found competency, as measured through performance scores on a course

Scholarship of Teaching and Learning

The faculty members of Benedictine University conduct, present and publish results of original scholarly research. The following chart on the right are examples of scholarly work that examines the teaching and learning processes.

Faculty from across the University presented papers at the Annual Conference of the Association for Core Texts and Courses, including: Christine Fletcher (Religious Studies), Patrick Flynn (Philosophy), Jean-Marie Kauth (Writing), Alfred Martin (Biology) Alicia Tait (Music), Karl Schudt (Humanities) and Martin Tracey (Philosophy).

The CMI coordinated and sponsored the second annual Benedictine Pedagogy Conference, “How Do We Express Ourselves as Particularly Benedictine?” Presenters included: James Ludema (Organizational Development), Sr. Rose Kruppa (Organizational Development, Ph.D. candidate), Sandra Gill (Dean, College of Business), William Carroll, (President), Alfred Martin (Biology), Preston Aldrich (Biology), Patrick Flynn (Philosophy), Tim Marin (Chemistry), Jean-Marie Kauth (Writing), Robin Rylaarsdam (Biology), Alicia Cordoba Tait (Music), Fr. David Turner (Education), Catherine Arnold (Nutrition) and James Pelech (Education).

Faculty Members	Scholarly Works
Bonnie Jean Adams (Rhetoric)	First, Be Uncomfortable – Facing the Challenge of Action Research in the Classroom. Why is it especially important for freshmen to learn?
Bonnie Jean Adams (Rhetoric)	Using Cyberspace Newspapers as Teaching/Learning Tools in the Classroom: Connecting the World
Ralph Meeker (Computer Science and Information Systems) and Dan Nohl (Computer Science and Information Systems)	Using a Practicum Experience in Your Database Course
Lee Ann Smith (Biology)	Encouraging Investigative Learning and Writing in a 300-level Neurobiology Course
Kevin Doyle (M.B.A.) and Ralph Meeker (Computer Science and Information Systems)	Team Projects and Peer Evaluations
Jeremy Nadolski (Mathematics)	Teaching 300-level Probability and Statistics: A Practical Approach and Teaching Undergraduate Statistics as a Capstone for Mathematics Majors
James Pelech (School of Education)	Delivering Constructivism through Problem - Based Learning (PBL) and The Bridging Question Strategy
Alandra Weller-Clarke (Education)	The Promise and Perils of School-University Partnerships
Niina J. Ronkainen (Chemistry)	POGIL laboratory experiment for analytical chemistry: Cyclic voltammetry
Cheryl M. Mascarenhas (Chemistry)	Teaching Stereoselective Carbonyl Chemistry to a Majors/Honors Section Sophomore Organic Laboratory
MeShelda Jackson, Ovid Wong, and James Pelech (School of Education)	A Value-Based Partnership
Ovid K. Wong (School of Education)	Using Data Analysis to Improve Student Learning
Kevin Doyle (M.B.A.) and Christine Fletcher (Theology)	The Benedictine Tradition, Catholic Social Teaching and the Mission of Business Education in the Catholic University
Roger Rose (Political Science)	The American Political Science Association Congressional Fellowship: Value for Faculty from Teaching Colleges and Universities