

Assessment Report: Instructional Units (Lindenwood University)

Program: General Education		Academic Year:2014-15	Submitted By:	
Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes:	Means of Program Assessment and Criteria for Success:	Summary of Data Collected:	Use of Results:
<p>Mission Statement: Lindenwood University offers values-centered programs leading to the development of the whole person - an educated, responsible citizen of a global community.</p>	<p>4. Students should be able to draw from a variety of disciplines to arrive at coherent, educated opinions. (9)</p>	<p>4. Graduating seniors will complete a written assignment administered in a J-term or LCIE Winter Term Special Topics class that reflects their ability to draw from a variety of disciplines and arrive at coherent, education opinions. A multidisciplinary team of faculty raters will rate assignments using a common rubric involving 4 components (sophistication of argument, analysis of interdisciplinary knowledge, objective perspective of issue, and ability to evaluate and synthesize interdisciplinary evidence).</p> <p>4a. 75% of the seniors will receive an average rating of at least 3.2 on a 4.0 scale (80%)</p> <p>4b. On no individual</p>	<p>4. We received 50 artifacts that faculty selected as representative of students' ability to draw from a variety of disciplines to arrive at coherent, educated opinions.</p> <p>4a. Only 4 of 50, or 8% of the assignments, received a score of 3.2 or higher (80%). Hence, the scores fell far short of the benchmark.</p> <p>4b. The overall mean</p>	<p>The results from the past three years of assessing all six Gen Ed SLOs have been disappointing in several respects: 1) the results seem to suggest poor student learning or inadequate means of assessing that learning or both; and 2) our current avenues for closing the loop and making use of the findings are not satisfactory.</p> <p>More specific concerns include: -small number of artifacts; -conditions for assessing learning that may not be highly motivating for students -uncertainty as to whether or to what extent the SLOs are being specifically taught in the gen ed courses where those SLOs are relevant.</p> <p>With all of this in mind, we have decided to take these steps: 1) launch a Task Force on</p>
<p>Intended Educational Outcomes:</p>				
<p>Lindenwood students will be</p> <p>8. Skilled in problem-solving and adaptive thinking</p> <p>9. Informed ty the liberal arts and sciences</p>				

	<p>6. Students will effectively engage in creative thinking. (8)</p>	<p>component will there be an average rating of less than 3.0.</p> <p>6. Graduating seniors will complete a written assignment administered in a J-term or LCIE Winter Term Special Topics class that reflects their creative thinking skills. A multidisciplinary team of faculty raters will rate assignments using a common rubric involving 3 components (originality and innovation, risk-taking, creative thinking and effectiveness).</p> <p>6a. 75% of the seniors will receive an average rating of at least 3.2 on a 4.0 scale.</p>	<p>score for Student Learning Outcome #4 was 2.27 on a scale of 1-4, with 4 the highest score possible. Scores on the individual components were as follows: sophistication of argument=2.48, analysis of interdisciplinary knowledge=2.31, objective perspective of issue=2.24, and ability to evaluate and synthesize interdisciplinary evidence=2.31. The benchmark was not met for any of the components.</p> <p>6. We received 50 artifacts that faculty selected as representative of students' ability to engage in creative thinking.</p> <p>6a. Only 2 out of 50, or 4%, of the students received a score of 3.2 (80%) or higher. Hence, the scores fell far short of the benchmark.</p>	<p>Lindenwood Outcomes to examine and clarify the outcomes we expect of our graduates; 2) launch a General Education Task Force to examine possible new directions for our gen ed curriculum with the hope that a revitalized approach will generate new enthusiasm for the value of general education; and 3) implement surveys of both students and faculty regarding our gen ed program to gauge perceptions that might give us insights as to key improvements for consideration as well as what student learning outcomes they consider most important.</p>
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