

Assessment Report: Instructional Units (Lindenwood University)

Program: General Education		Academic Year:2013-14	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>	1. Students will be aware of global history and diversity. (1)	1. Graduating seniors on a written essay reflecting their knowledge of global history and diversity, judged by a multidisciplinary team of faculty raters using a common rubric involving four components (thesis development, use of evidence, sophistication, ability to contextualize), 75% of the seniors will receive an average rating across the four components of at least 3.2 on a 4.0 scale. On no individual component will there be an average rating of less than 2.8 (4-pt. scale).	1. 23% of the seniors received an average rating of 3.2 or higher. The average ratings for the four components were 2.74 (thesis development), 2.35 (use of evidence), 2.38 (sophistication), and 2.34 (ability to contextualize). The overall mean across the four components was 2.44.	1. Nursing: Cultural competence, or an awareness of the diverse cultural and social backgrounds of patients and families, is threaded throughout nursing and allied health curriculums in multiple courses and learning activities. Examples of the incorporation of cultural competence is included in NUR 31000 Professional Nursing and AHS 3200 Allied Health Professionalism in a Transforming Healthcare system, and N37500 Introduction to Health Informatics. In the introductory courses of NUR 31000 and AHS 32000, students are expected to develop professional philosophy statements intended to guide nursing and allied health practice. In the Capstone courses of NUR 47000 and AHS 48000, students review and update their professional
Intended Educational Outcomes:				
Lindenwood students will be 1. Open-minded, inter-culturally informed, and internationally connected 10. Responsible, productive citizens of a global community				

				<p>philosophy statements. Changes from the beginning to the end of the program professional demonstrate development with cultural competence being an expected outcome element for development.</p> <p>Art & Design: Included global influences in advanced level studio critiques</p> <p>Theatre: Revised writing assignments in history of theatre courses to include breadth and depth of global perspectives</p> <p>The School of Human Services will continue the teaching of human diversity across all programs; the use of historical concepts with global origins will be integrated into all programs as pertinent to the major; an emphasis on global social problems including, but not limited to terrorism, oppression, human rights, food security, and crime control.</p>
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	<p>2. Students will develop a sense of responsible citizenship. (10)</p>	<p>2. Graduating seniors on a written essay reflecting their knowledge of responsible citizenship, judged by a multidisciplinary team of faculty raters using a common rubric involving three components (understand citizenship, sophistication, application), 75% of the seniors will receive an average rating across the three components of at least 3.2 on a 4.0 scale. On no individual component will there be an average rating of less than 2.8 (4-pt. scale).</p>	<p>2. 12% of the seniors received an average rating of 3.2 or higher. The average ratings for the three components were 2.74 (understand citizenship), 2.45 (sophistication), 2.56 (application). The overall mean across the four components was 2.57.</p>	<p>2. Nursing: Professionalism is a theme throughout the nursing and allied health curriculum. Responsible citizenship and political awareness is a core element of professionalism expectations. NUR 35000 Health Policy and Finance is a required course for all nursing and allied health undergraduate students. Learning activities that apply the principles of responsible citizenship include a Health Advocacy assignment where students learn about their legislators and are required to communicate with legislators and lobby for a health related issue and a Legislative policy paper where students identify underlying cause(s) of a policy issue, identify stakeholders, alternative actions related to an issue, and examine the positive and negative consequences for alternatives. As part of these learning activities, students develop a "roadmap" to understand how policy makers advance an issue through the policy cycle</p>
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				will the Universal Declaration of Human Rights, the Bill of Rights, responsible citizenry such as encouragement in voting and knowledge of political agendas.
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