

LINDENWOOD

CHANGES TO THE LINDENWOOD GENERAL EDUCATION PROGRAM

CURRENT PROGRAM (49-52 credit hours)	
ENGLISH	ENG 15000 Strategies for University Writing ENG 17000 Research & Argumentation
COMMUNICATIONS	One course in Oral Communication
LITERATURE	Two Literature Courses
PHIL/REL	One course in Philosophy or Religion
FINE ARTS	One course in Fine Arts
US HIST/GOVT	One course in US History or Government
WORLD HISTORY	HIS 10000 World History
CULTURE & CIVILIZATION	Two courses in Cross Cultural (BA degrees only)
SOCIAL SCIENCES	Two courses (different fields)
MATHEMATICS	One (BA degrees) or two (BS degrees) course(s)
NATURAL SCIENCES	Two (BA degrees) or three (BS degrees) courses (one with lab; two different fields)

NEW PROGRAM (42 credit hours)	
ENGLISH	ENG 15000 Strategies for University Writing ENG 17000 Research & Argumentation
HUMAN CULTURES	One course in Fine Arts One Literature course Two electives from: History, Arts, Literature, Philosophy, Religion, Languages, Culture Studies
US HIST/GOVT	One course in US History or Government
SCIENCE & MATH	One course in Mathematics One Natural Science course with lab One Social Science course Two courses in Social Science, Natural Sciences, or Mathematics
GE ELECTIVES	Two courses

ADVANTAGES OF THE NEW PROGRAM:

- Consistency with CBHE transfer guidelines is **attractive to potential transfer students** (40% of our undergraduates are transfer students)
- New program is aligned by Institutional Learning Outcomes; **facilitates assessment** of the GE program (noted as a deficiency by HLC in 2013)
- Student satisfaction with current program found to be low in recent survey; new program is more **student-centered**
- **Flexible course categories** will encourage creation of more interesting Interdisciplinary course offerings
- Reduced number of credit hours is consistent with reduction from 128 to 120 credit hours for degrees
- Flexibility provided by the new curriculum is essential for continuing the cluster format of the ADP program

THE AUTHORITY FOR CURRICULUM CHANGES IN A UNIVERSITY RESTS WITH THE FACULTY

The Higher Learning Commission

Under Criterion Two – Integrity: Ethical and Responsible Conduct, in discussing the function of the board of directors makes includes the following assumed practice:

2.C.4 The governing board delegates day-to-day management of the institution to the administration and **expects the faculty to oversee academic matters.**

American Association of University Professors

In their Statement on Shared Governance of Colleges and Universities, the AAUP states the following:

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty.

The Lindenwood Faculty have been engaged for over a year in the process of reviewing and revising the General Education curriculum. By a wide majority, the faculty are in favor of the new proposal.

PROCESS FOLLOWED IN THE CREATION OF A NEW GE PROGRAM

Spring 2015	Deans Council and Faculty Council agreed that it would be to Lindenwood's advantage to adopt the CBHE GE model
July 2015	Deans Council and Faculty Council created a faculty task force to explore options for a 42 credit hour program with greater flexibility
Fall 2015	GE Task Force reviewed best practices at institutions in the region and nationwide ILO Task Force developed an Institutional Learning Outcomes framework for a new GE assessment process
Spring 2016	GE Task Force used ILO framework to organize their program proposal; proposal presented to full faculty in May
Summer 2016	Faculty discussed and debated proposal
Sep 2016	Faculty Council consolidated faculty feedback on proposal; Deans Council and Faculty Council met and devised a final proposal
Oct 2016	New GE Program proposal was put to a vote by the faculty; 83% of votes cast were in favor of the proposal.

The new program is planned for implementation with the 2017/18 academic year.



General Education Initiative

Marilyn Abbott & GE Task Force representatives

- General Education requirements have remained essentially unchanged for 30 years or more.
 - Foreign Language requirement eliminated in 1987
 - Oral Communications requirement added in 2001
- 40% of undergraduate students transfer in 24 or more credit hours.
 - 65% of transfer credits from SCCC, SLCC, SWIC + UMSL
 - State university competitors accept CBHE 42 credit hour block transfer



General Education Initiative, continued

- Many students do not understand purpose of General Education curriculum, as evidenced by recent student survey.
 - “I find value in my general education courses.”
 - 23.05% strongly agree
 - 28.47% somewhat agree
 - 14.58% neither agree nor disagree
 - 20.20% somewhat disagree
 - 13.69% strongly disagree
- Majority of GE courses are taught by adjunct instructors, some of whom do not engage with students as well as full-time faculty.



The General Education Task Force

- GE Task Force created jointly by the Deans Council and Faculty Council in July 2015.
 - First meeting held September 8.
- By mid-October, there was general agreement on several points
 - Lindenwood should become a signatory to the 42-hour block for transfer credit
 - Lindenwood's own general education program should require 42 hours
 - The program should require a writing intensive course in the major
 - The ultimate design of the general education program should be more flexible.
- Completion of the ILO framework stimulated convergence on a proposal.



GE Task Force Process

- Research and discussion:
 - Lumina Foundation Degree Qualifications Profile
 - Coordinating Board of Higher Education of Missouri
 - AACU Essential Learning Outcomes and AACU VALUE Rubrics
 - MOGEA
 - Numerous programs at colleges and universities across the country
- Completion of the ILO framework stimulated convergence on a proposal.
 - Began meeting weekly for 90 minutes
 - Proposal approved by 8:4 vote of task force members

Proposal

Required Core (12)	Natural Science / Social Science / Mathematics (12)	Human Cultures (9)	Electives (9)
Composition	Social Science	Humanities	<i>GE Elective (from Natural Science, Social Science, or Math OR Human Cultures)</i>
Composition	Natural Science	Fine Arts	<i>GE Elective (from Natural Science, Social Science, or Math OR Human Cultures)</i>
Math	<i>GE Elective (from Natural Sciences/Social Sciences/Mathematics)</i>	<i>GE Elective (from Human Cultures)</i>	<i>GE Elective (from Natural Science, Social Science, or Math OR Human Cultures)</i>
American History / Government	<i>GE Elective (from Natural Sciences/Social Sciences/Mathematics)</i>		

At least two of the above courses must *also* meet the ILO 2.5 Diverse Perspectives (i.e., may double-dip).

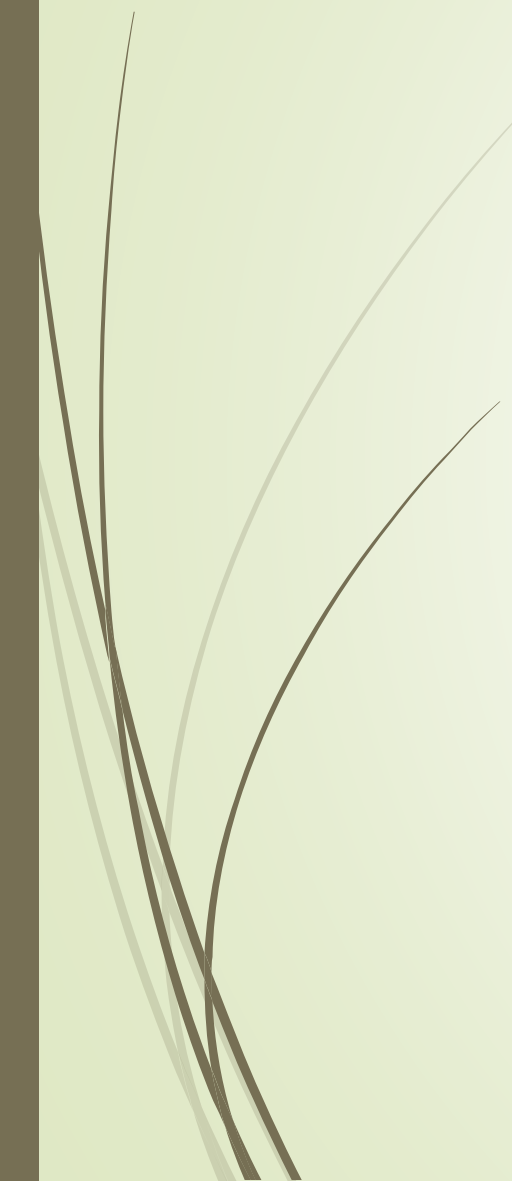
Proposal with ILOs

Required Core (12)	Natural Science / Social Science / Mathematics (12)	Human Cultures (9)	Electives (9)
Composition (3.1 Written Communication)	Social Science (1.1.3 Social Science)	Humanities (1.1.4 Literature, 1.1.5 Philosophy, 1.1.6 Religion, 1.1.7 US History, 1.1.8 World History, 1.1.9 Foreign Language)	GE Elective (from Natural Science, Social Science, or Math OR Human Cultures)
Composition (3.1 Written Communication)	Natural Science (1.1.1 Natural Sciences)	Fine Arts (1.1.11 Arts)	GE Elective (from Natural Science, Social Science, or Math OR Human Cultures)
Math (1.1.2 Mathematics)	GE Elective (from Natural Sciences/Social Sciences/Mathematics)	GE Elective (from Human Cultures)	GE Elective (from Natural Science, Social Science, or Math OR Human Cultures)
American History / Government (1.1.7 US History and Government)	GE Elective (from Natural Sciences/Social Sciences/Mathematics)		

- **ILOs are distinct from departments or disciplines.** Many departments and faculty members cross disciplinary boundaries. (ILO 1.1.10 Foreign Cultures)
- **Courses will be required to assign at least two ILOs and assess them** every time the course is taught: one “content” ILO (1.1.X) and one “skills” ILO (e.g., 2.4 Innovative Thinking or 3.3 Digital Communications)



Why have the Elective Column?

- ▶ Students have room to pursue more deeply academic interests outside their major
 - ▶ Interdisciplinary clusters, especially for first-year students (high-impact)
 - ▶ Concentration in one field, potentially leading to minor
 - ▶ Increased flexibility for transfer students
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Next Steps

- Discuss, reflect
 - Questions about the proposal? Contact a task force member.
- Provide feedback
 - Handout
 - Canvas Discussion Board
- Review aggregated feedback
- Forum in September

General Education Task Force Proposal

Required Core (12)	Natural Science / Social Science / Mathematics (12)	Human Cultures (9)	Electives (9)
Composition	Social Science	Humanities	GE Elective (from Natural Science, Social Science, or Math OR Human Cultures)
Composition	Natural Science	Fine Arts	GE Elective
Math	GE Elective (from Natural Science, Social Science, or Math)	GE Elective (from Human Cultures)	GE Elective
American History / Government	GE Elective (from Natural Science, Social Science, or Math)		

- All courses with GE designation must meet competencies for at least at least one content area (LU ILO 1.1) and at least one additional competency from LU ILO 2, 3, or 4
- At least two of the above courses must also meet the ILO 2.5 Diverse Perspectives (i.e., may double-dip).

Please provide feedback on the above framework.

Suggested adjustments:

Elements to maintain:

Return completed survey to Marilyn Abbott (Roemer Hall or mabbott@lindenwood.edu) or Katie Ratkowski (kratkowski@lindenwood.edu) by June 30, 2016; join the conversation on the Faculty Canvas Group this summer.

Questions about this proposal? Contact a General Education Task Force Member.

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Summary of General Education Surveys: 2015-16

I. Introduction

Lindenwood University's mission statement expresses its "commitment to values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community." One way in which the University seeks to achieve this is through its comprehensive general education curriculum. This curriculum, which includes a strong emphasis on the liberal arts, is designed to provide students with the foundation of substantive knowledge, experiences, and skills that should be common to all college-educated individuals. In 2013, the University put forth a resolution stating, in part that: "[*faculty, administration, and staff are committed to a comprehensive and ongoing strategy of assessing and improving the effectiveness of the institution in meeting its mission and purposes.*]" To this end the University engages in ongoing assessment of the general education program.

The methods used for assessment of the general education program have undergone some transformations in recent years, concomitant to changes in the university's overall approach to assessment, as well as a revamping of the general education student learning outcomes. The assessment results, along with a full explanation of the methods used, and limitations of these methods, has been documented in a series of General Education Assessment Reports prepared by the Office of Institutional Research.

In the Fall of 2015, under the leadership of a new University President, the Task Force on Lindenwood Outcomes was commissioned by former Provost Jann Weitzel and extended by Provost Marilyn Abbott with the intended purpose of reviewing the existing student learning outcomes, and, if deemed necessary, recommending a set of new outcomes. The impetus for this task force, which included representation from all schools and Student Development, was threefold. First, the general education outcome results from recent years fell short of established benchmarks, which raised some questions as to whether the outcomes in use were in line with the curriculum. In addition, changes had been enacted in the Missouri teacher general education test requirements. Perhaps most significant, though, was an awareness that the University did not have a single guiding statement that encompassed all intended outcomes, and as noted in the Higher Learning Commission's 2013 report, "The General Education program has clearly articulated goals but has not yet fully articulated measurable outcomes or developed measures for assessment." The first step to remedy this problem was to establish institutional outcomes (hence, moving beyond just outcomes for the general education curriculum) that answered the question that guided the work of the task force: "*What is imperative for all Lindenwood graduates to know and be able to do?*"

After several months of scrutiny of the existing outcomes, inquiry into possible new directions, debate and revision, what emerged from the Lindenwood Outcomes Task Force was a schema that included four proposed ILOs, each with multiple components that are aligned with the LU mission. The Task Force describe this schema as: "a comprehensive schema of ILOs that serve as (a) a compass for developing courses, programs, experiences, and opportunities in all curricular and co-curricular programs, (b) a framework for general education requirements, and (c) a foundation for integrative assessment." (excerpted from the Final Report of the Lindenwood Outcomes Task Force, January 2016)

Parallel to the development of the new schema, the Chief Assessment Officer distributed an email survey to all faculty and students in the spring of 2016. This survey was designed to gather feedback on the current general education curriculum. All 1,678 active faculty members, of which 301 were full-time and 1,377 were classified as part-time/adjunct received the survey. The overall return rate for faculty was 15%, with 46% percent of full-time faculty and 6% of the part/time adjunct faculty members responding. The response rate for the student body was 14%. In the following two sections, the results are presented and discussed.

II. Results of the General Education Survey –Faculty Sample

The survey was sent to faculty at both LU-St. Charles and LU-Belleville. Most respondents, 79% were from LU- St. Charles, and 20.31% were from LU-Belleville. Due to the mix of full-time and part-time/adjunct faculty responding, it is difficult to determine how proportionate this is to the percentage of total faculty at each campus, but it appears to be roughly proportionate. There were 1,353 total faculty at LU-St. Charles and 325 at LU-St. Charles in the 2015-2016 academic year.¹ 61.61% of respondents were full-time faculty and 38.31 identified themselves as on part-time/adjunct status. Despite the fact that part-time/adjunct faculty far outnumber full-time faculty at both campuses, it is not surprising that full-time faculty, who have a greater stake in the general education program, were more likely to respond to the survey.

All schools at LU-St. Charles and divisions at LU-Belleville were represented in the faculty sample. The dispersion of respondents across schools and divisions is shown in Tables 1 and 2.

Table 1: LU-St. Charles respondents byschool

Accelerated Degree Programs	11.4%
Business and Entrepreneurship	15.9%
Communications	6.8%
Education	14.2%
Fine and Performing Arts	6.8%
Human Services	5.1%
Humanities	18.2%
Nursing and Allied HealthSciences	1.1%
Sciences	13.6%
Sport, Recreation and Exercise Sciences	6.8%

¹This information was taken from the “Quick Facts” webpage on the websites for each campus.

Table 2: LU-Belleville respondents by division

Accelerated Degree Programs	17.1%
Business and Entrepreneurship	14.6%
Education and Counseling	12.2%
Humanities	34.2%
Sciences	17.1%
Social and Behavioral Sciences	4.9%

Nearly half -- 44.40% -- of the respondents reported that on the average, they do not teach any general education courses annually, as displayed in Figure 1. This is not to say that they have never taught any, and do not occasionally do so, however. The second most frequent response given after “0” was between one and three, with approximately a third (29.48%) of respondents indicating they taught this many. Just over 10% reported they taught more than six general education courses *annually*. This seems unlikely, and it is probable that at least some of these respondents were not referring to six different courses, but rather multiple sections of the same course.

Figure 1: Number of general education courses taught

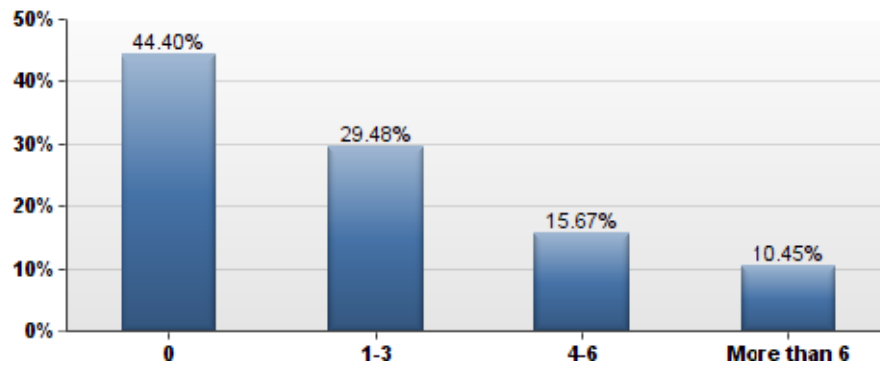


Table 3 shows how faculty rated the importance of a set of educational outcomes, which included some of the current defined learning outcomes, but extended to a broader list of skills and types of knowledge associated with higher education as well as themes reflected in the University’s mission statement. Responses for all items were clustered in the categories of “Essential” and “Important.” In no category did the combined rankings for “Helpful” and “Not important” exceed 20%, and in fact, there was not a single category for which even 1% of respondents assigned a rating of “Not important.”

“Critical thinking” was by far the highest rated skill, with 87.11% of respondents agreeing it was “Essential.” This was followed by a related skill, “Adaptive thinking,” which 73.21% of respondents deemed “Essential.” Communication skills were also seen as very important, particularly written skills, for which 69.64% of faculty members responding thought this skill to be “Essential.” While there was not consensus around any single item’s ratings, faculty ratings suggest that all of these outcomes are very desirable, and even necessary skills to cultivate among college graduates.

Table 3: Faculty perspectives on importance of outcome

	Essential	Important	Helpful	Not important
Broad understanding of physical and natural world	30.80%	52.23%	16.96%	0
Integrate knowledge of various disciplines	58.48%	34.82%	6.8%	.89%
Reason ethically	68%	27.600%	6.40%	0
Think adaptively	73.21%	25.45%	.34%	0
Think critically	87.11%	12.90%	0%	0
Think innovatively	59.73%	34.84%	6.43%	0
Have diverse perspectives	52.23%	38.39%	6.04%	.34%
Apply principles of responsible citizenship	48.66%	41.96%	.59%	.79%
Write effectively	69.64%	27.68%	2.68%	0
Speak effectively	59.19%	34.07%	5.38%	.45%
Communicate effectively and ethically in a digitally connected world	59.38%	34.38%	5.80%	.45%
Support communications with qualitative evidence	47.56%	40.89%	11.56%	0
Solve problems strategically	59.11%	36%	6.89%	0
Solve problems collaboratively	55.80%	34.38%	9.38%	.45%
Broad understanding of human cultures	51.36%	33.64%	14.09%	.91%

The last question on the faculty survey asked respondents to list what they believed to be the three most important things a student should know by the time they graduate. With few exceptions, the items on these lists were very similar to those listed in Table 2. Notably, critical thinking and communications skills were frequently cited. Some of the concepts named were connected to the Table 2 concepts, but more focused on certain disciplines, such as math, philosophy, literary canons, and the basics of history and government. The few outlier responses concerned more abstract concepts related to the process of learning and experiencing the world, which perhaps can be encouraged, but not necessarily taught, “such as how to be a lifelong learner,” appreciation of the arts, “how to apply the material they have learned,” how to research facts of *everyday* things -- not just scholarly subjects-to be a better informed consumer and citizen,” their own strengths and weaknesses,” and “their own influence and voice.” Other comments were about being a more moral, responsible person, which can be seen as an extension of applying skills of responsible citizenship and reasoning ethically. Examples of comments related to this were “tolerance for opposing viewpoints,” “Do the right thing” and “Listen to others and empathize with them in regard to their needs.” Not surprisingly there was no consensus around any one outcome, with no single concept making every respondents’ top three. However, there were clear commonalities in the themes of these responses. Collectively these responses reflect what one respondent observed: “There is big complex world out there.”

III. Results of General Education Survey – Student Sample

Table 4 shows the breakdown of schools in which subjects’ major area of study is. All schools are represented in the sample. The distribution of subjects across schools appears roughly proportionate to the number of majors in the schools.

Table 4

Accelerated Degree Programs	324	32%
Plaster School of Business and Entrepreneurship	159	16%
Sciences	136	13%
Education	73	7%
Communications	71	7%
Human Services	57	6%
Sport, Recreation and Exercise Sciences	55	5%
Humanities	53	5%
Fine and Performing Arts	51	5%
Nursing and Allied Health Sciences	29	3%
Major undeclared	8	1%
Total respondents	1,016	

The largest group of respondents was the seniors, who represented 38.09% of the total sample (Figure 2). The percentage declined as class level did, with freshmen comprising just 15.35% of the sample. This could be regarded as a close to optimal breakdown of this sample, in that while not only are all class levels represented, but that the more likely a group of students was to have been exposed to the general education curriculum and outcomes, the greater the response rate for that group.

Figure 2: Survey respondents by class level

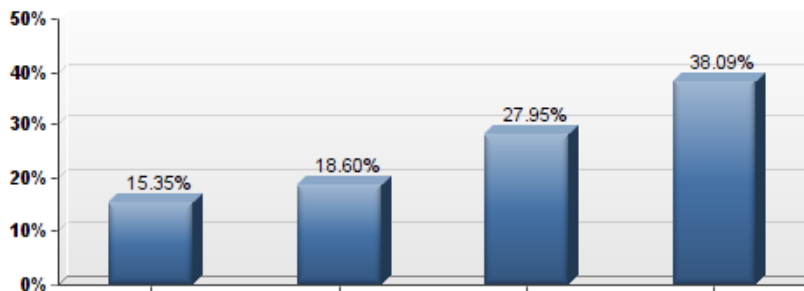
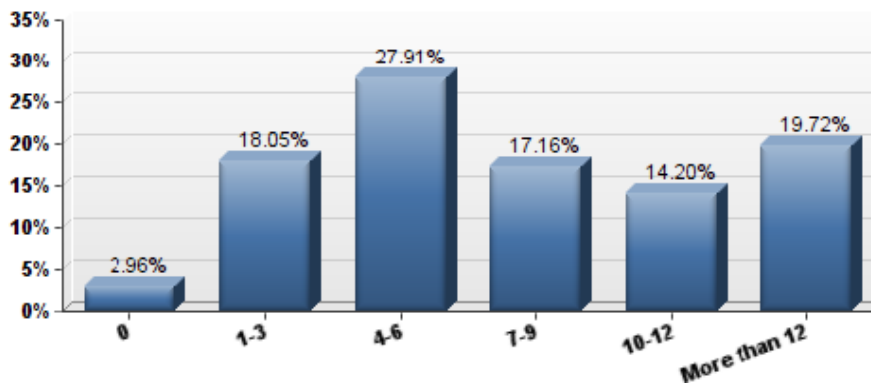


Figure 3 displays data on how many general education courses respondents had taken. Approximately 3% (2.96%) had no general education coursework, and close to 20% (19.72%) reported taking more than 12 (of the 14 required for either a B.A. or B.S. degree). The largest group of respondents (27.91%) had taken four-six, or roughly one-third of the total number of general education courses required.

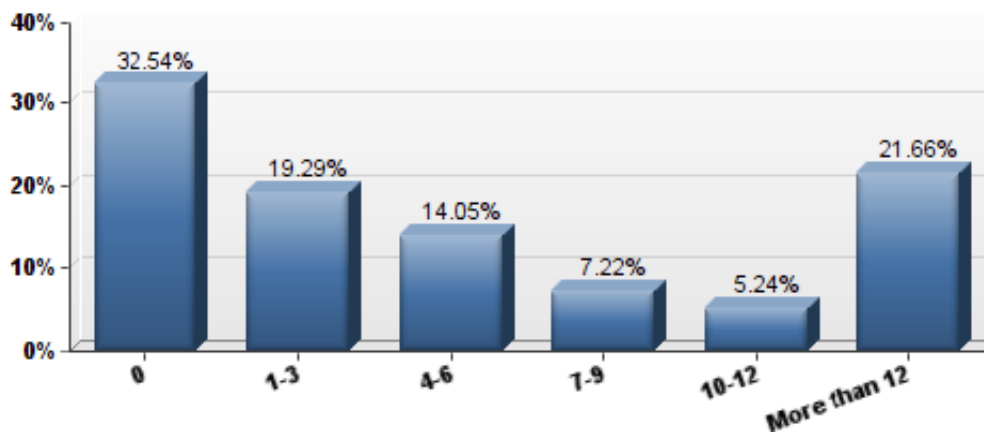
Figure 3: Number of general education courses taken



One of the major considerations in modifying the general education platform is how to ensure we have a transfer-friendly curriculum. It is imperative to require courses that are similar to what students can take at other institutions in order to attract students transferring in, as well as for the convenience of students who may opt to take a course in their home communities during summer breaks. As shown in Figure 4, approximately a third (32.54%) of students in this sample reported taking all their general education

courses thus far at LU – and this is from a sample of students who have not yet completed their coursework. Hence, this percentage could be even lower among graduates. The second most frequent response for this survey item was “More than 12” courses, with 21.66% respondents choosing this answer. Clearly, it is a common practice for LU students to take their general education courses elsewhere, reinforcing the need (at least from a recruitment perspective) to maintain a curriculum which allows for ease of transfer.

Figure 4
Number of general education classes taken at other institutions, by percentage of students



Although there is no single way in which the purpose of the general education program is explained to students, nor a consistent forum for ensuring the know and understand the student learning outcomes, most respondents indicated that they do grasp the purpose of the general education program, and even report knowing and understanding the meaning student learning outcomes. This was evidenced by that fact that most responses to statements about purpose and meaning fell in the “Strongly agree” to “Somewhat agree” categories, though for both these survey items, there were more students “Somewhat” in agreement than “Strongly,” as displayed in Table 5. Less than 5% of respondents “Strongly” disagreed that they understood the purpose of the program, and just over 5% strongly disagreed that they knew the outcomes and understood the meaning of these. Responses in regard to where the outcomes are reinforced suggest that most students learn about these things in the general education courses themselves rather than their major. “Somewhat agree” and “Strongly agree” were the most frequent response to the statement “Within each general education course I take or have taken, I am aware of what student learning outcomes are being emphasized.” Yet the largest percentage of responses about reinforcement of outcomes in the major fell into the neutral category, with just 27.23% of students neither agreeing or disagreeing with this item, and over one-third of respondents either “Somewhat” or “Strongly” disagreeing with it. The most frequent response to the survey item inquiring as to whether students find value in the general education courses was “Somewhat Agree (28.47%)”

followed by “Strongly Agree (23.05%), although as many as a third either “Somewhat” or “Strongly” disagreed that they found the courses of value.

Table 5: Student perceptions of purpose and value of general education program and outcomes

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I understand the purpose of the general education program.	34.55%	42.03%	8.76%	9.94%	4.72%
I know what the current general education student learning outcomes are and understand what they mean.	27.17%	37.94%	17.29%	12.45%	5.14%
Within each general education course I take or have taken, I am aware of what student learning outcomes are being emphasized.	28.15%	39.67%	14.37%	11.32%	6.50%
I find value in my general education courses.	23.05%	28.47%	14.58%	20.20%	13.69%
General education student learning outcomes are emphasized and reinforced in the courses within my major.	15.94%	23.76%	27.23%	20.59%	12.48%

Table 6 displays the results of survey items having to do with the more practical aspects of taking general education courses. Students were more positive than negative regarding advising, although the largest number of respondents (28.05%) neither agree nor disagreed that the advising they had received on the general education program was “very helpful.” Students who responded did not seem to have significant scheduling concerns, with most either “strongly” or “somewhat” in agreement that there were no scheduling difficulties. However, many respondents did not find the general education coursework as providing much guidance in choosing the major, with the most common response to this item being “Strong disagree” (33.40%). This could be attributed to a couple of reasons. For one, this is not necessarily a central purpose of the general education platform – due to a related reason, which is that most students will have identified their major early in their studies and do not rely on general education classes to provide this guidance. Certainly, some students do become

attracted to a field of study and decide to declare a major in that field as a result of exposure in a general education class, but this does not appear to be the most common pathway to the major.

**Table 6:
Student perceptions of purpose and value of general education program and outcomes**

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total responses
The advising I have received about the general education program has been very helpful.	19.88%	24.41%	28.05%	16.73%	10.93%	1,016
My general education courses are helping or have helped me identify	12.52%	15.90%	18.29%	19.88%	33.40%	1,006
I have had no difficulty scheduling general education courses.	26.19%	29.45%	18.58%	16.70%	9.09%	1,012

Students were asked how the general education courses they had taken affected their acquisition of what the survey termed “abilities,” which were the student learning outcomes presently in use. Table 7 lists these abilities, along with the survey results. In regard to the two outcomes associated with communication skills (writing effectively and speaking effectively), critical/analytical thinking, and creative thinking the largest percentage of students responded or “A lot,” which is not unexpected at least for the former two, as these are more general skills likely to be reinforced in all majors. Responses were more clustered in the categories “A moderate amount” to “A little” for outcomes concerning “awareness of global history and diversity” and “a sense of responsible citizenship.” The most frequent response for the outcome having to do with integration of knowledge across disciplines in order to produce “coherent, educated” opinions was “A moderate amount.” “Not at all” was the least frequent response given for all outcomes with the exception of “A sense of responsible citizenship”. For that outcome, 20.64% of students chose “Not at all”, and only 13.66% answered “A great deal” and only 17.75% “A lot.” This may reflect the more amorphous nature of this outcome, and the fact that it may denote an attitudinal change, rather than acquisition of knowledge, awareness, or an academic skill.

Table 7: General education coursework impact on student learning outcomes/abilities

Question	A great deal	A lot	A moderate amount	A little	None at all	Total Responses
An awareness of global history and diversity	16.77%	17.86%	32.83%	20.26%	12.28%	1,002
A sense of responsible citizenship	13.66%	17.75%	27.22%	20.74%	20.64%	1,003
The ability to write effectively	28.33%	29.03%	23.62%	11.71%	7.31%	999
The ability to speak effectively	22.98%	27.97%	25.87%	12.79%	10.39%	1,001
The ability to draw from a variety of disciplines to arrive at coherent, educated opinions	20.68%	24.88%	31.27%	13.99%	9.19%	1,001
The ability to think critically and analytically	22.85%	29.24%	26.65%	12.28%	8.98%	1,002
The ability to effectively engage in creative thinking	22.43%	27.82%	26.72%	12.96%	10.07%	1,003

The survey also probed students’ beliefs about the impact courses they had taken in their major thus far had on the abilities associated with the general education learning outcomes. Table 8 displays the breakdown of responses to this question. It is noteworthy that for every single outcome, students were more likely to regard the impact of their major coursework as having a “great deal” of impact on these abilities than the general education coursework. “Sense or responsible citizenship” was again the outcome for which students most often reported that the coursework had no impact on the outcomes, with 14.04% choosing the response “Not at all” for this outcome. For all other outcomes, “Not at all” was the least common response (and was close to the least common response, in fact, even for “Sense of responsible citizenship”). The students’ writing skills appeared to benefit the most from the major coursework, with 31.45% stating this skill was affected “A great deal”, the leading response in this category.

Table 8: Perceived impact of major coursework on general education learning outcomes

Question	A great deal	A lot	A moderate amount	A little	None at all	Total Responses
An awareness of global history and diversity	21.67%	23.70%	27.16%	15.77%	11.70%	983
A sense of responsible citizenship	19.57%	23.57%	28.89%	13.93%	14.04%	976
The ability to write effectively	31.45%	28.57%	22.71%	9.15%	8.12%	973
The ability to speak effectively	27.73%	32.47%	20.82%	10.93%	8.04%	970
The ability to draw from a variety of disciplines to arrive at coherent, educated opinions	29.35%	30.18%	24.82%	8.44%	7.21%	971
The ability to think critically and analytically	32.85%	32.85%	20.29%	7.83%	6.18%	971
The ability to effectively engage in creative thinking	32.51%	31.37%	20.43%	8.98%	6.71%	969

The last three items on the survey posed three open-ended questions about general education. The first on in this series of questions was: *Have you benefitted from the general education courses you have taken at Lindenwood?* Predictably, responses were tremendously varied in this regard, and no distinct pattern emerges. Those noting positive benefits mentioned things like *“I’ve continued to learn new things,”* or *“I have received a broader understanding of the world that we live in”*. and similarly *“They are helpful in bettering knowledge in all areas of life,”* and *“Became more of a well-rounded individual.”* Some comments tied directly to perceived gains in the specific abilities the general education curriculum targets, such as *“I have become a much better public speaker,”* *“My communication skills have increased,”* *“have learned to speak more effectively in my Oral Communications class”* and *“Overall critical thinking has improved”* and *“The courses that I have taken have helped me understand diversity and what other ethnic groups have been through in the past few hundred years.”* Some students saw benefits in more than one skill area, such as the respondent who said: *“My writing skills were improved, as well as speaking in front of groups. My History of Asia class taught me facts and information about Asia I never knew before because we never really talked about Asian history in school before.”* Many students recognized the value in learning new things, regardless if they saw a connection to the major. One respondent noted *“The biggest benefits have come from learning how people in different disciplines think. I feel that my different general education classes have improved my mental flexibility and creativity, especially when the professor was enthusiastic and completely into what they were teaching. They’ve inspired me with topics that I would not have otherwise considered or even known about,”* *“The general education courses have exposed me to a more heterogeneous population and have allowed me to hone in on passions that I will carry throughout life like history. I can see them being beneficial in informing and setting a foundation for other students who were not as lucky as I was to receive a global curriculum in high school,”* and *“Some of them because they were fun but we still learned a lot. But for example if biology is not our major, I don’t think it is useful for us to know all the definitions, but general understanding and some knowledge is good.”* Other students, like this last respondent, were praiseworthy of some general education courses, but did not necessarily value the entire curriculum, such as the student who stated: *“I learned how to come up with an effective argument in Philosophy, but I can honestly say the rest were a waste of time.”*

The respondents who did not see the benefits perceived the courses as meaningless, a waste of time and money, and a few did not see them as sufficiently challenging. Remarks included *“I did not enjoy them,”* *“They wasted my time and money,”* *“They’re too simple and a waste of time that could be spent on my field of study,”* *“They aren’t good. Its [sic] a waste of time,”* *“It wastes time and money,”* *“I’m never going to use literature or the concepts we learned in a literature class in my daily life. Why waste time when I could be preparing for my future career,”* and *“My high school AP classes were 10 times harder than Lindenwood gen eds.”* Responses suggested that not all students recognize the intrinsic value of general education courses, and several respondents apparently believe that if a course is not connected to their major, it is pointless. For example, one respondent stated *“They got me closer to graduating. Because I have to take them”*, and another said *“Somewhat. But I don’t see how some classes apply to my major.”* This perceived lack of connection to the major, and accompanying belief that therefore the courses were of little or no value, was further

evidenced by comments such as *“I have not really. I wish to skip to courses that I need for my major”*, *“I haven't really benefited at all since most have nothing to do with my major,”* *“In a lot of cases, I don't feel that the required classes have a great deal of relation to my intended major”* *I have not benefited as much as I would have liked to. The general education courses really have no bearing regarding my skills for my major. My major is IT and I am already in an IT position and have been for over 10 years,”* and *“I think that skipping general education classes (except English classes and maybe a few other exceptions) would benefit students. The classes that have nothing to do with a student's major seem like a waste of time and MONEY.”*

The responses to the question *“What problems, if any, have you encountered with taking general education courses at Lindenwood* tied to some of the themes in the previous question about the benefits of courses, with respondents making more comments about the courses being a *“waste of time, “boring”* and *“pointless.”* Course were seen both as *“too difficult”* and too basic and more suitable for high school. One respondent said *“This is an education we were supposed to have in high school.”* Students were critical of specific instructors’ teaching styles and specific courses or types of general education courses. Other responses to this item centered on more pragmatic concerns regarding ease of scheduling the classes and what they regarded as inadequate advising. Comments on this latter issue included *“class schedules are hard to work out,” “the classes fill up too quickly,” “Not enough sections offered in honors,”* and *“You can never get into the classes you want.”*

The final open-ended question invited solutions to present ideas for improving the general education program. These too, flowed from the themes related to perceived benefits and lack thereof, as well as to the quality of instruction/instructors, and practical issues of scheduling. Several respondents advocating reducing the number of courses required. Others wanted to see a stronger connection to the major, whereas other remarks related to the perceptions of the courses being too difficult or not sufficiently challenging.












IV. Conclusion and Next Steps

The full survey results have been shared with the Task Force on Lindenwood Outcomes, the Task Force on General Education, and the General Education Committee, among others, and have helped inform efforts to revamp the general education outcomes and curriculum. In May of 2016, a proposal for a significantly revised general education curriculum, which is designed to align with the mission statement, correspond to the ILOs proposed by the Outcomes Task Force, as well as respond to other identified concerns with general education, was introduced to faculty and was ultimately approved by the Faculty Council.

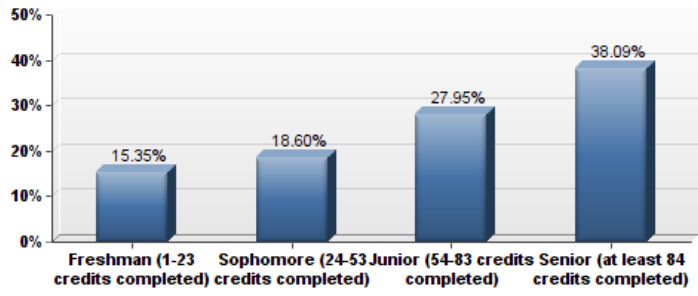
General Education Survey - Students (Spr

Last Modified: 04/12/2016

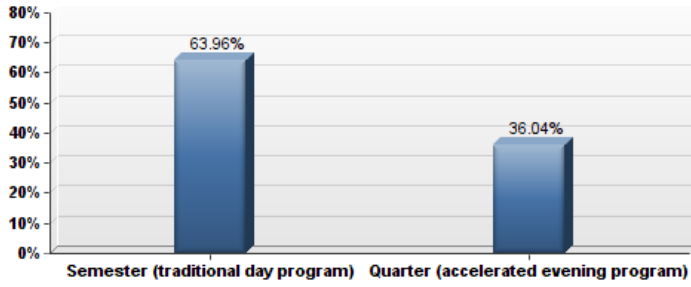
1. In what School is your major area of study?

#	Answer	Bar	Response ▲	%
1	Accelerated Degree Programs		324	32%
8	Plaster School of Business and Entrepreneurship		159	16%
9	Sciences		136	13%
3	Education		73	7%
2	Communications		71	7%
6	Human Services		57	6%
10	Sport, Recreation, and Exercise Sciences		55	5%
5	Humanities		53	5%
4	Fine and Performing Arts		51	5%
7	Nursing and Allied Health Sciences		29	3%
11	I have not declared a major.		8	1%
	Total		1,016	

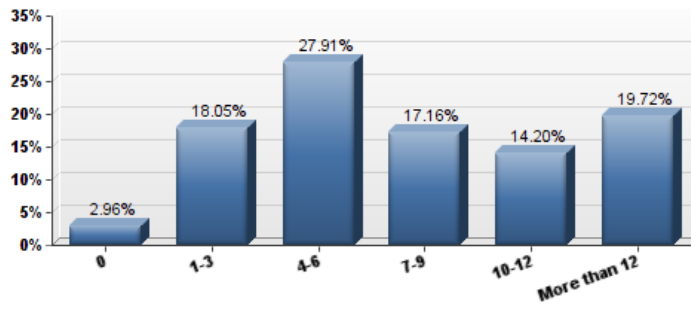
2. Which of the following categories best describes you?



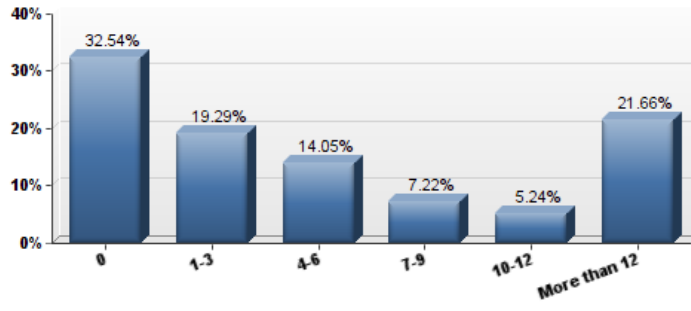
3. In which term do you primarily take your courses?



4. Approximately how many general education courses have you taken at Lindenwood?



5. Approximately how many general education courses did you complete at another institution?



6. Using the scale provided below, indicate your level of agreement with each of the following statements.

Strongly agree = 5 Strongly disagree = 1

#	Question	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total Responses	Mean
1	I understand the purpose of the general education program.	34.55%	42.03%	8.76%	9.94%	4.72%	1,016	3.92
2	I know what the current general education student learning outcomes are and understand what they mean.	27.17%	37.94%	17.29%	12.45%	5.14%	1,012	3.70
3	Within each general education course I take or have taken, I am aware of what student learning outcomes are being emphasized.	28.15%	39.67%	14.37%	11.32%	6.50%	1,016	3.72
4	I find value in my general education courses.	23.05%	28.47%	14.58%	20.20%	13.69%	1,015	3.27
5	The advising I have received about the general education program has been very helpful.	19.88%	24.41%	28.05%	16.73%	10.93%	1,016	3.26
6	My general education courses are helping or have helped me identify my major.	12.52%	15.90%	18.29%	19.88%	33.40%	1,006	2.54
7	I have had no difficulty scheduling general education courses.	26.19%	29.45%	18.58%	16.70%	9.09%	1,012	3.47
8	General education student learning outcomes are emphasized and reinforced in the courses within my major.	15.94%	23.76%	27.23%	20.59%	12.48%	1,010	3.10

7. Using the scale provided below, please indicate how much impact any or all of the General Education courses you have taken so far at Lindenwood have had on acquiring the following abilities.

A great deal = 5 None at all = 1

#	Question	A great deal	A lot	A moderate amount	A little	None at all	Total Responses	Mean
1	An awareness of global history and diversity	16.77%	17.86%	32.83%	20.26%	12.28%	1,002	3.07
2	A sense of responsible citizenship	13.66%	17.75%	27.22%	20.74%	20.64%	1,003	2.83
3	The ability to write effectively	28.33%	29.03%	23.62%	11.71%	7.31%	999	3.59
4	The ability to speak effectively	22.98%	27.97%	25.87%	12.79%	10.39%	1,001	3.40
5	The ability to draw from a variety of disciplines to arrive at coherent, educated opinions	20.68%	24.88%	31.27%	13.99%	9.19%	1,001	3.34
6	The ability to think critically and analytically	22.85%	29.24%	26.65%	12.28%	8.98%	1,002	3.45
7	The ability to effectively engage in creative thinking	22.43%	27.82%	26.72%	12.96%	10.07%	1,003	3.40

8. Using the scale provided below, please indicate how much impact the courses you have taken so far in your major at Lindenwood have had on acquiring the following abilities.

A great deal = 5 None at all = 1

#	Question	A great deal	A lot	A moderate amount	A little	None at all	Total Responses	Mean
1	An awareness of global history and diversity	21.67%	23.70%	27.16%	15.77%	11.70%	983	3.28
2	A sense of responsible citizenship	19.57%	23.57%	28.89%	13.93%	14.04%	976	3.21
3	The ability to write effectively	31.45%	28.57%	22.71%	9.15%	8.12%	973	3.66
4	The ability to speak effectively	27.73%	32.47%	20.82%	10.93%	8.04%	970	3.61
5	The ability to draw from a variety of disciplines to arrive at coherent, educated opinions	29.35%	30.18%	24.82%	8.44%	7.21%	971	3.66
6	The ability to think critically and analytically	32.85%	32.85%	20.29%	7.83%	6.18%	971	3.78
7	The ability to effectively engage in creative thinking	32.51%	31.37%	20.43%	8.98%	6.71%	969	3.74

9. How have you benefited from the general education courses you have taken at Lindenwood?

Text Response
Very much
Not very much
No
I haven't really benefited at all since most have nothing to do with my major.
Haven't benefited that much other than learning different topics
I have not.
Na
Not really
Yes.
I have become a much better public speaker!
My communication skills have increased.
My high school AP classes were 10 times harder than Lindenwood gen eds.
Not really
They are helpful in bettering knowledge in all areas of life
NA
Yes let me take fun classes.
I have not
communications/public speaking has helped me a lot even in other classes
Yes
I have not really. I wish to skip to courses that I need for my major.
I learn more "common knowledge."
General learning
I have learned quite a bit in my general education classes. I think I benefit somewhat more than other students simply because I am an elementary education major and I think general education classes fit more in line with elementary education simply because you need to have a wealth of knowledge when teaching elementary school.
I haven't. They are a waste of time and money, since they are basically the same classes and curriculum as high school classes.
Overall critical thinking has greatly improved.
Yes it really has made me realize that I really like the course of study that I have chosen for my major.
Some how they helped me get along with the American educational system.
Became more of a well-rounded individual
Yes
The courses expand the knowledge I currently have.
None
In a lot of cases, I don't feel that the required classes have a great deal of relation to my intended major.
My biology professor, Enrique Pareja, has had the most influence on me in terms of critical thinking and thinking outside the box. His methods go against the status quo of memorizing useless facts about a subject that holds little relevancy in my life outside of the classroom. He used biology as a means to teach us HOW to think analytically and logically.
Not as much as Lindenwood has. When I joined LCIE I was forced to take Communications cluster, which included courses I had already taken, AT LINDENWOOD. As a traditional student, I took Composition I and Composition II and Communications, which were basically covered in the communications cluster. Since all students entering the program have to take this cluster, I was forced to pay \$3000+ to get into the program.
Develop a stronger critical thinking.
They're globally interesting
Just in a few of them...
They got me closer to graduating. Because I have to take them.
.
I benefited from the general education courses I have taken at Lindenwood because my friends in high school went through the G. E. D. program and now I can talk to them about it and not feel left out.
I've been able to broaden my interests and be able to take classes outside my major that I enjoy.
I have not benefited from the general education courses because they had nothing to do with real life experiences or situations.
Awareness of major.
Somewhat but I don't see how some classes apply to my major
I have not benefited as much as I would have liked to. The general education courses really have no bearing regarding my skills for my major. My major is IT and I am already in an IT position and have been for over 10 years.
I don't feel as though I've benefited from the general education classes I've taken. 90% of the teachers in GE classes seem unconcerned with actually TEACHING us something aside from the surface level meaning.

I haven't really and some of them seem to be kind of pointless aside from the fact I'm required to take them.

I have only taken Communications so far, and I have Humanities next. I believe Communications has made me aware of a few things I didn't know. I personally do not care to read stories from the 1800-1900s that are just hard to understand and provide no benefits to becoming a better employee or productive member of society.

I've gained a basic knowledge of many different courses. This base in my education helps not only in more advanced courses, but it also helps in everyday life situations.

Well rounded education that sheds light on different fields of study, showing what they have to offer as well as give understanding of their role in society.

There are a wide range of classes that can count as general education at Lindenwood, which I find helpful and unique to the school.

None

More knowledge on subjects I may not have taken on my own. Better understanding of other cultures and traditions. Better reading and writing skills.

The general education courses just reinforced ideas learned from high school, and have helped to remain constant or learn a little more knowledge about the subjects, one has previously learned

I have had the chance to take classes on topics I am interested in, though I am not majoring in the field. Having the general education requirements gives some students a reason to take classes that are very different from their majors and helps them expand their thinking. For example, someone majoring in science might sign up for an art class, and while focusing mainly in science, they get the chance to use another part of their brain.

They gave me a background on lots of information and made me realize what subject I wanted to teach.

No, the instructors teaching the courses place very little focus on gained knowledge, and a lot on grades and procedure.

I've continued to learn new things.

I have received a broader understanding of the world that we live in

Meeting people in the honors college.

Not really

Some of them have been very interesting, but others have been generally pointless. This was not from the content of the course, but the way the professors chose to convey the information. Many of the professors didn't bother trying to make the information they were teaching applicable to life or other courses.

The only general courses worth any of my time have been my literature classes. The other courses have failed to produce any form of educational substance in me.

Havent

No, I think they're a waste of time and money

Somewhat

N/A

Learned a lot on how to write papers

Some of them because they were fun but we still learned a lot. But for example if biology not our major, I don't think it is useful for us to know all the definitions, but general understanding and some knowledge is good.

Yes and no. I do not think we need to take two of everything. 1 science, 1 world Lit, and 1 history. All this should have been taught in high school.

My writing has developed substantially as well as my public speaking abilities.

The only benefit that I think I have gotten from general education courses is the ability to hone my writing skills. However, I simply think that is due to the fact that most of my general education course required me to do many writing assignments that served little purpose EXCEPT for simply having me write more.

I have not benefited from the Gen Ed courses. I think they can be a waste of time and money.

I have benefited in these courses only for my major to take harder classes.

They provide an education on all kinds of interesting topics that make you a well rounded student and reinforce skills helpful towards your degree.

I've learned so many different things. Things that are going to help me succeed in my future

English classes have helped me become a better writer. Government with Professor Vorst has helped create an interest in government and politics. Speech was helpful in helping me become more comfortable speaking in front of others.

My writing skills were improved, as well as speaking in front of groups. My History of Asia class taught me facts and information about Asia I never knew before because we never really talked about Asian history in school before.

Not really.

this is only my second cluster and I have learned a lot about putting a thesis together as well as how to place words properly. I think more about what I am going to say before I speak.

Built on my current skills and knowledge

Not so much

Met some really amazing teachers

Only benefits are from English classes

So far I've learned to look more in depth at pieces of literature.

No opinion.

I have learned how to speak more effectively in my Oral Communications class.

I haven't.

The biggest benefits have come from learning how people in different disciplines think. I feel that my different general education classes have improved my mental flexibility and creativity, especially when the professor was enthusiastic and completely into what they were teaching. They've inspired me with topics that I would not have otherwise considered or even known about.

Thesis writing and MLA format as well as research paper writing and best practices.

Yes, I love cross culture classes they have helped me the most in learning new cultures and such. They also help me think of new ideas and put together my own world views accordingly

The courses that I have taken have helped me understand diversity and what other ethnic groups have been through in the past few hundred years.

Just world history and American lit

Writing has become much easier, math is necessary, bio/chem for my major is a waste of time and money.

I did not enjoy them. They wasted my time and money.

I haven't. I disagree with many of the general education requirements.

The general education courses have exposed me to a more heterogeneous population and have allowed me to hone in on passions that I will carry throughout life like history. I can see them being beneficial in informing and setting a foundation for other students who were not as lucky as I was to receive a global curriculum in high school.

Public speaking. Understanding what is expected of you at Lindenwood. General knowledge. Writing skills.

Yes, they were rather helpful

I learned how to come up with an effective argument in Philosophy, but I can honestly say the rest were a waste of time.

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	733

10. What problems, if any, have you encountered with taking general education courses at Lindenwood?

Text Response
No
They're somewhat annoying to have to take when they're not relevant to your major
Needs more conceptualized discussion time
They're too simple and a waste of time that could be spent on my field of study.
The courses have no relation to my major and are difficult to fit into my schedule
I think Gened classes should not have this importance in university, this is an education we are supposed to receive in high school.
That you have to take two science classes with a lab, for some reason. No other school I have attended has required this and that makes finishing school EXTREMELY difficult.
Many advisors are unaware of what courses count for what geneds so in my time I have been advised to take far more gened classes than I needed to based on the bingo sheets.
None.
The professors have been a little confusing at times. Not being able to get into a class is also a problem.
I often feel like Gen Ed courses are full of busy work and don't actually help you to become more well rounded.
Really easy so I don't put much effort in. Not necessarily problems
There are some general education courses that you really do not need for your major.
Sometimes there is not very many courses that relate at all to my major
They are too difficult
Some don't transfer out or in.
They aren't good. It's a waste of time
none
They are very hard to schedule, do to little room and many students. Also the seniority is overused, since seniors and juniors are less likely to take them.
I do not have any problems with them.
Getting enrolled in a class that isn't full, with a decent teacher
Doesn't fit my major so why take it?
In some courses, more than others, I feel as though there is a bigger work load in my general education classes than in my major classes. That being said, I have not had any other issues with general education classes. Most of my general education professors have been extremely knowledgeable in their content area and have been more than willing to help and accommodate students.
Nothing
My schedule does not always work out because I have to take so many general education courses. I often can not take all the major classes I need because I have so many general education courses.
None
None
Professors/technology systems were hard to work with, especially with online courses. For example, internet goes out during an online test, professor doesn't reset the test, even though it was an external error, and I fail the test.
None
None
The teachers are not understanding and make things difficult
No one knows what a 'Cross Cultural' class is. I didn't feel that taking World/American Literature, 1500's History, etc. had much impact or relevance on my learning in the Business School.
The Teacher, David Hollinsworth, was unable to keep track of my scores adequately, which caused me to have low grades. I was on pace to get all C's when I questioned him. He stated that I did not have all my assignments turned in for one class, which I was able to produce--graded in his handwriting. This got one of my grades up to a B. The other 2 classes were C's, with 79/100 points by my count. I was not thrilled with how I was graded, and stated so in my survey of the class, but did not contact provost. I followed my 2 C's and B up with 15 straight A's in the program, and still have achieved all A's with the exception of B's in 2 very difficult clusters.
Some professor do not speak clearly and it is hard for some international students to understand.
some are a joke and the professors emphasize that aspect of the class.
I am not very passionate about gen-ed courses because I'm not interested in them
They're pointless.
Needs to be more classes of each gen ed, they are hrs to schedule sometimes and they fill up quickly.
I encountered problems with my creative side of thinking and constantly being argued with, resulting in silence from me because I already knew the correct answer.
None.
They're boring and I get nothing out of them
I am in the evening program and I do not have time to take classes during the day. Finding a cross cultural class online to fulfill my last general education class was difficult because there were never any options. I finally found one, but it took a while.
Hard to keep track of classes I need to take/have already taken.
I don't see how some of those classes apply to my major
Lack of response from advisors. No guidance as to why I need to take the general education courses. No information as to when I will be finished with the general education courses and when I will be moving on to courses associated with my major.

Currently taking an anthropology class in which the teacher has yet to teach what the word anthropology actually means..... in week 8..... Teachers showing up late for their own classes. General lack of guidance on how to succeed.

Lindenwood was unwilling to accommodate me with my disability thus causing me to change my major.

N/A

Sometimes it is hard to schedule a course that you want or need to take because they fill up quickly. Also, one professor could teach a course with very high expectations and demands, while another professor could teach the same course very simple and easy. I think there should be regulations on difficulty and demands for courses so that, regardless the professor, no same course is more difficult than the other.

Disconnect between professors and students. Some forget that we are not majors in their subject and make courses very advanced. Some courses have little if any relevance to the real world unless that is the field you want to study in (literature). So many general education classes required, I would rather focus more attention on my major

The outcomes of the extra general education classes taken (compared to state requirements for gen eds) are not necessarily worth the time spend on them. I spent two years completing general education classes at a different school (64 credit hours total) and I was still required to do more when I transferred setting me back from earning my degree.

Class schedules are hard to work out.

There's a great deal of general education courses required. Some general education courses don't apply to major even if they're in the same field.

The classes fill up too quickly

Some of the teachers that are instructing the course are hard to understand and that results in miss communication of knowledge, which leads to the students either dropping the class or failing the course, because they have to tesch themselves and more than likely will not grasp the information that well.

There are too many requirements and general courses

There are quite a few general education courses and some students have had problems transferring in those courses from other universities. For students with a great deal of classes needed for their specific major, it can be difficult to plan it out so they take all of their major classes plus all of hte general education classes in only 4 years.

None

Instructors teaching courses should focus more on gained knowledge, and less on grading.

None.

n/a

Not enough sections offered in honors.

You can never get into the classes you want

Sections at more traditional times (before 4) fill up fast, and are often closed if you have a later registration time. This means that students are often stuck taking night classes, which means they miss meals and have to eat out, and also can screw up their work schedule and make it harder for them to complete their assignments for other classes in a more timely manner.

They do not promote student interaction in class. They are easy.

Offered same time as major specific classes

They take too much time away from major courses

Scheduling because i'm a commuter

Most professors vary the course content to extremes. One professor my have you write 2 ten page papers while another for the same class will have you write very little.

Hard to get the classes at the times I wanted unless a junior/senior status

n/a

They do not apply to my major. I am a NPA major why do i need to take 2 sciences, 2 world lits, religion. I could be taking more special topics in my major or minor

They either aren't available or there aren't enough to work with my schedule

Some of the things we study are not relevant or repetitive.

The scheduling is a NIGHTMARE if you are in your upper classman years. I also find that since I have already declared a major and applied to graduate school that it is pointless for me to learn things that I will not be using in my career. I believe that general education courses are simply a way for Lindenwood to get more of my money.

Availability of relevant gen ed courses are at a minimum. It is sometimes difficult to find a course that is both relevant and necessary.

Some might not be necessary and will get in the way of my degree related classes in terms of scheduling

None

I have not had any problems per say. I've just be very uninterested in majority of the general education classes I've had to take for my degree.

Fit them into my schedule

They are taking too seriously, most of the time they aren't apart of our major and the teachers take the classes too seriously.

I have no problems. I am feeling like I am gaining alot more education since I have entered into the program here at Lindenwood.

I find most of them, such as English classes and oral communications, boring and a waste of time because I already know everything I'm "learning" in these classes.

Topics were difficult to understand

It wastes time and money. I'm never going to use literature or the concepts we learned in a literature class in my daily life. Why waste time when I could be preparing for my future career.

The times are sometimes conflicting with sports and band scheduling.

I tend to care less about those classes. Some departments are hard to schedule a class with my major classes.

The only problem is realizing it would still take 1 whole year to finish the gen ed requirements, even after transferring in 76 credits. This means it would still take 3-3.5 years to finish my degree. That does not feel accelerated at all.

I had already taken all those classes in higos school.

This is my first semester at Lindenwood, so I have no had many issues with taking general education courses.

Professors take it too seriously, when most of the times those classes are completely irrelevant for the Student's major. The student will not put any effort on these general education courses. They are more interested on learning and doing better in their major related classes. Most general educations courses are useless.

Not really. There have been a couple professors who just weren't interested in the material, so that dampened interest in the class, and scheduling general education courses has been a bit of an issue. Now that J-Term has been cut, I'd be concerned for continuing students as they try to get all their requirements. The Degree Audit software has also

had a few bugs that left me concerned that I had missed a class somewhere, and I had to go to Student Resources to get it cleared up.

none

None

None

I'm a chemistry major. I don't want to take a religion or philosophy class

None

They wasted my money and hurt my gpa. Was not interested

Many different problems, including the fact that I need to dedicate my time and effort into classes that have little to no effect on me.

Gen Eds can be difficult to schedule based on availability. Even as a senior I had difficulty finding a Science that fit into my otherwise Tuesday/Thursday schedule.

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	730

11. Do you have any recommendations for how Lindenwood can improve its general education program?

Text Response
No
Make less of them necessary
Connect to the real world
lower the requirements that have nothing to do with my major.
Cut some of them like the fine arts and religion/philosophy requirement
having less gen ed (or just 1 in each category)
Don't make students take two science courses. It's ridiculous.
Better educate your faculty.
Great as is.
N/a
Make the classes geared towards whatever major you are pursuing.
Higher standards which may attract a bigger audience of high achieving students
No
For science majors a fine art can be difficult I wish there was something that could benefit me physically or mentally while being creative in a science setting
None
Have it even with all of the other colleges, so we can transfer them in and out.
no
Offer more
I think that there should be less of them.
Have more options.
Get rid of cross cultural requirements
No
Lower the amount of gen Ed classes we need to take, and make them more specific for our chosen major!
One thing is to distribute the homework and assignments better. Even things out a little.
Don't make them a requirement for everyone.
Nope
No
No online/hybrid classes.
No
None
Make it easier
Limiting the amount of GE's required in order for students to finish their degree programs. Or at least find ways to make them more relevant to the individual's course work.
No.
Upgrading the class structure so the student can be more comfortable in the class room.
N/a
Remove the WPA. It's a waste of time and a loss of money
Only have gen eds for people who don't know their major.
.
Yes, meet with me.
None.
Decrease the amount required to graduate
I think that skipping general education classes (except English classes and maybe a few other exceptions) would benefit students. The classes that have nothing to do with a student's major seem like a waste of time and MONEY.
Make requirements readily available to all students
No
I personally believe for the accelerated program, there should be minimal general education courses.
Hire better teachers.
Possibly look at the specified degrees people are taking and tailor the GE classes to meet the degree programs needs.
I believe there should be some sort of standard for the professors to follow when developing the syllabus. Not to limit the professors, but to give them a guideline to follow and meet. The syllabuses should be clear. We shouldn't have to figure out what they mean, and hope that we are on the right track, as we only get to see our professors once a week, unless we contact them directly.
To lessen the amount of credit hours needed for general education.

Make more courses available

Cut down the number of courses in some fields. For example, instead of a business major taking two social science, two literature, two cross cultural, and two science courses, consider doing one of each. Gen Ed courses should focus mostly on the conceptual side of things to provide an overview of the field, not overly complex. Example: astronomy. Fascinating topic but the workload in the current course is so heavy that I recommend no students take it, as it draws their focus away from courses related to their major.

allow more classes to be transferable, less strict guidelines on the classes you can take as gen eds.

Decrease the amount of free electives, It is unnecessary to take two semesters of free electives

Make all general education courses respond to the major of the subject of the course.

More class times

The general education programs are sometimes are more time consuming than the actual major classes, having instructors that can keep the class enthused will help as well.

Less requirements and less general education classes

I think some areas should only have 1 required class rather than 2. This helps create more space for students to take classes for their majors and be able to complete all the classes in 4 years.

I don't have ways to improve the general education program, however I do feel that the electives options we have at the Belleville campus need to be revised.

Higher new people!!!

None.

Decrease the amount of general education courses needed.

No

Make the all of dance classes count as a fine art, not just Introduction to Dance or Dance as an Art. I fail to understand why they don't count already, since there are written assignments and you are obviously learning about dance, which is an art.

Create technical courses as general classes. Instead of a 8am psychology class, that I never went to and still got an A, challenge me intellectually by creating a course regarding SQL, CRM. Such software and database applications are pivotal in my professional lexicon.

Offer more class times

Drop the amount of Gen Ed classes needed

Schedule more classes fitted to commuters that also work outside of school. For me I cant be at school Tuesdays and Thursdays so it's very difficult to find the rights time's for some gen ed courses.

There should be less gen ed requirements.

Normal or more available times for classes

n/a

States above

I believe there could be changes to the freshman experience class to be more helpful for student athletes and those living on campus.

If general education must remain at Lindenwood, I would suggest having courses that are "general education" but geared towards specific majors. So, for students in the education department, I would rather learn things like chemistry or geography if I was taught how to teach the material instead of learning the material at a college level, myself. If the classes were more meaningful to my career path, I wouldn't get so upset about having to take them.

more course offerings (especially during the summer) of courses that are relevant to most students ie. offering only one literature course throughout the span of an entire summer is not acceptable.

Make some of the classes like sociology more efficient and relevant.

less general education classes, incorporate more important and skill related classes that help reinforce degrees.

None

Don't require so many of the same type of classes for certain degrees.

Can't think of anything, I am sorry

Give more variety of options to take for general education because I don't think they apply for every type of person out there.

The only problem I have with Lindenwood is the way we have to purchase our books for the cluster. Paying up front is difficult for me as well as some of the other students. I think it would be nice if financial aid could pay for them up front so that we don't have to wait until the second or third week of school to buy. thank you

Less gen eds especially English and oral communications based

N/a

Keep the basic gen eds, get rid of ones that don't make sense.

Allow students to take 1 foreign language and 1 cross cultural instead of them taking 2 of either. The WPA is stupid. Science gen eds are pointless for students with majors not in that field. If you are going to have a science requirement you might as well have a business requirement, but you shouldn't do that. Astronomy and meteorology classes are scheduled at awful times. More online Gen Ed courses.

Accept more of the general education that is transferred or any other classes that fit into general education, core curriculum and/or electives.

For international students it shouldn't be mandatory. We have different education in high school. We had taken almost all the general education classes when we were in high school, so for us it's a waste of time to take them again.

One recommendation that I have for how Lindenwood could improve it's general education program would be to offer a larger variety of courses for each subject. I recently looked through what classes I can take next semester to fulfill my GE requirements and there weren't many to choose from.

Not require so many general education courses that have nothing to do with major

Try to make the general education courses requirements more related to the Student's field. I'm a Science meyor and I'm not even close to be interested with Fine Arts, Literature, or History courses.

Please check and test the Degree Auditing software regularly. On a smaller note, though I feel general education classes are important and useful, keeping students' timelines in mind is necessary, since we cannot continue to pay for years and years of schooling, regardless of how much we might want to.

No, but math tutoring is very helpful and I suggest you continue to offer it. There is valid reason as to why that MPA exam has a low passing average.

More cross cultures!

Have courses that will benefit students in the long run. For example, courses where students can learn about diversity and that it is okay and normal to be different. Courses in

which students will learn that you can voice your opinion. Courses that will benefit the student in their life... General education classes are fun when you can pick what you want, but forcing students to take history, govt, British literature... It's ridiculous. Those classes are not beneficial to me becoming a better person. Ethic literature should be a requirement. Cultural anthropology should be a requirement. Intercultural communications should be a requirement. We need to provide an education to students that will benefit them WAY more than a grade will.

Maybe say that students need to take X number of credit hours worth of non-major geds but don't say they HAVE to take a certain kind or another. Outside of the English ones I guess

Make them more focused on soecific majors such as exercise science being more anatomy/muscular based, dont need cell systems and chemical reaction based material in my lines of work. Waste of time and money taking these courses..

Eliminate some

-

I believe that an emphasis in the Humanities would be beneficial to everyone involved. As far as a GPA perspective I think that it would be a great opportunity for certain gen eds to "weigh" less than core classes; regardless of credit hours. I could see this being most effective for first time freshmen. I understand the danger of implementing this but it would allow freshmen to experience their first semester/year, not completely butcher their GPAs, and may lead to higher retention (and graduation) rates.

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	691

Lindenwood Outcomes Task Force

FINAL REPORT 2.0

January 2016

Members

Joe Alsobrook (Chair), David Wilson (Co-Chair), Robert Allen, Matthew Bruce, Jeremy Carnes, Darla Jia, Erin Kalkbrenner, Beth Kania-Gosche, Kate Herrell, Angela Holden, Rita Kottmeyer, Debbie Mercier, Renee Porter, Andrew Smith, Jacob Stanley, Jeanie Thies, Mike Tolman

Our sincere thanks to Dana Klar, Travis McMaken, Deb Nicolai, Janet Strzelec, and Andy Thomason for their assistance during the initial phase of this project.

Purpose

Commissioned by Provost Jann Weitzel and extended by Provost Marilyn Abbott, the purpose of the task force was to review existing outcomes,¹ and, if warranted, recommend outcomes applicable to all Lindenwood Graduates—Intended Institutional Learning Outcomes. To prepare our graduates for a world of increasing complexity, innovation, and change, the guiding question for our work was “What is imperative for all Lindenwood graduates to know and be able to do?”

In part, the work of the task force was in response to current general education assessment results, changes in Missouri teacher general education test requirements, and conflicting institutional messages as per the 2013 institutional report to the HLC:

We recognize that confusing messages are perhaps being sent due to the lack of a single guiding statement that contains all intended outcomes considered important by the University. As it stands now, the mission statement, EDGE statement, and Proficient Graduates Guarantee all include some mention of intended outcomes but not entirely identical outcomes in every case. The University should engage in a process of taking a fresh look at the guiding documents and ensure that the intended outcomes help guide instruction and are assessed through curricular and co-curricular efforts.

Further, the work of this task force supports recommendations in the March 2014 report to Lindenwood from the HLC site visit team:

The General Education program has clearly articulated goals but has not yet fully articulated measurable outcomes or developed measures for assessment.

Resources and Results

After months of extensive inquiry, debate, and revision, the work of the task force has resulted in a comprehensive schema of measurable outcomes (ILOs and corresponding components) that are grounded in the

¹ Existing Institutional Outcomes:

1. Open-minded, inter-culturally informed, and internationally connected
2. Developed holistically--cognitively, spiritually/ethically, physically, and socially
3. Self-starting and leadership destined
4. Effective communicators in both written and spoken forms
5. Prepared for a modern career and workplace proficient
6. Engaged in lifelong learning
7. Ethical decision-makers, principled and values-driven
8. Skilled in problem-solving and adaptive thinking
9. Informed by the liberal arts and sciences
10. Responsible, productive citizens of a global community
11. Others-centered
12. Numerate and technologically proficient
13. Knowledgeable with regard to a chosen field of study and its methodologies

mission² and purposes³ of the university. Additionally, the following resources served as guides for our work. Each resource was fully considered, and the foundations of each were fully integrated into the final draft.

1. Lindenwood University General Education SLOs and Components
2. Lumina Foundation’s [Degree Qualifications Profile](#)
3. [AACU Essential Learning Outcomes](#)
4. [AACU VALUE Rubrics](#)
5. [Missouri General Education Assessment Framework](#)
6. Criterion 3B from the [Higher Learning Commission](#)

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

3.B.2. The institution articulates the purposes, content, and intended learning [outcomes](#) of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3.B.3 Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

3.B.5. The [faculty](#) and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

In concert, the ILOs serve/function as (a) a compass for developing courses, programs, experiences, and opportunities in all curricular and co-curricular programs, (b) a framework for general education requirements, (c) an impetus for integrative assessment, (d) a foundation for lifelong learning, (e) a guide for focusing on the talents, interests, and future of the student, and (f) a renewed commitment to developing educated, responsible citizens of *the* global community.

Legend

Grey = Current General Education SLOs

Blue = Components of current General Education SLOs

Lindenwood University Intended Learning Outcomes

I. Desired Results	II. Acceptable Evidence	III. Alignments
ILO-1 Lindenwood graduates have broad, integrative, and specialized knowledge.		
1.1 (Undergraduate) Human Cultures and the Physical and Natural World	Assignments/assessments that demonstrate understanding ⁴ of two or more desired results (1.1.1 - 1.1.11)	Lindenwood <ul style="list-style-type: none"> • Providing an integrative liberal arts curriculum

² *The Mission*: Lindenwood University offers values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community.

³ *The Purposes*: Lindenwood is committed to providing an integrative, liberal arts curriculum; offering professional and pre-professional degree programs; focusing on the talents, interests, and future of the student; supporting academic freedom and the unrestricted search for truth; affording cultural enrichment to the surrounding community; promoting ethical lifestyles; developing adaptive thinking and problem-solving skills; and furthering lifelong learning.

⁴ Understanding (noun) is defined as insight into ideas, people, situations, and/or processes manifested in effective, flexible, and independent performance. To understand (verb) is to make sense of what one knows, to be able to know why it's so, and to have the ability to use it in various situations and contexts. Adapted from Grant Wiggins and Jay McTighe, *Understanding by Design*, 2nd ed. (Alexandria, VA: ASCD, 2005), 353.

<p>Lindenwood undergraduate students understand human cultures and the physical and natural world.</p> <p>1.1.1 Natural Sciences—scientific concepts and/or methods of scientific inquiry</p> <p>1.1.2 Mathematics/Numeracy—mathematical concepts, problem-solving, and/or connections</p> <p>1.1.3 Social Sciences—accepted theories and/or concepts in the designated field</p> <p>1.1.4 Literature—literary elements, including style, tone, genre, mode, plot, character, and theme</p> <p>1.1.5 Philosophy—philosophical works, perspectives, questions, and/or traditions</p> <p>1.1.6 Religion—religious perspectives and/or traditions</p> <p>1.1.7 US History and Government—historical and/or political perspectives about the United States</p> <p>1.1.8 World History—world history since 1500, including change over time, causation, context, and/or the roles of contingency and complexity</p> <p>1.1.9 Foreign Language—language, traditions, histories, and/or literary texts specific to the culture being studied</p> <p>1.1.10 Foreign Culture—aesthetic, political, economic, religious, social, and/or historical traditions of non-United States cultures</p> <p>1.1.11 Arts—artistic techniques, processes, principles, forms, structures, functions, traditions, histories, and/or relationships</p>		<ul style="list-style-type: none"> • Supporting academic freedom and the unrestricted search for truth • #1 Students will be aware of global history and diversity • #4 Students should be able to draw from a variety of disciplines to arrive at coherent, educated opinions. • Apply knowledge of science and scientific method to common practical problems • Relate the history of scientific discovery to modern scientific developments • Understand the common foundational aspects of mathematics • Understand how contemporary mathematic disciplines are rooted in human history • Recognize mathematics as part of culture • Evaluate language and literature in terms of style, tone, genre, mode, and story elements • Understand US history • Understand the US political system • Relate US history and government to contemporary American developments • Possess fundamental knowledge of human history • Demonstrate knowledge of non-U.S. cultures • Understand relationships between visual and/or performing arts and disciplines outside the arts • Identify characteristics of creative thinking and creative expression in the visual and performing arts <p>AACU</p> <ul style="list-style-type: none"> • Knowledge of human cultures and the physical and natural world • Synthesis and advanced accomplishment across general and specialized studies • Intercultural knowledge and competence <p>DQP</p> <ul style="list-style-type: none"> • Broad & integrative knowledge
<p>1.2 (Graduate) Integrated Perspectives Lindenwood graduate students have integrated perspectives.</p>	<p>Assignments/assessments that demonstrate understanding of relationships between work in the primary field of study and challenges or trends in a societal and/or global context</p>	<p>Lindenwood</p> <ul style="list-style-type: none"> • Providing an integrative liberal arts curriculum • Supporting academic freedom and the unrestricted search for truth <p>AACU</p> <ul style="list-style-type: none"> • Synthesis and advanced accomplishment across general and specialized studies <p>DQP</p> <ul style="list-style-type: none"> • Broad & integrative knowledge
<p>1.3 Specialized Knowledge Lindenwood graduates have specialized knowledge.</p>	<p>Assignments/assessments that demonstrate application of the central skills and/or understandings of the major field</p>	<p>Lindenwood</p> <ul style="list-style-type: none"> • Offering professional and pre-professional degree programs • Supporting academic freedom and the unrestricted search for truth <p>AACU</p> <ul style="list-style-type: none"> • Synthesis and advanced accomplishment across general and specialized studies

		DQP <ul style="list-style-type: none"> Applied learning
ILO-2 Lindenwood graduates have essential habits of mind.		
2.1 Ethical Reasoning Lindenwood graduates can reason ethically.	Assignments/assessments that require analyzing, interpreting, and/or evaluating ethical values, issues, and/or dilemmas	Lindenwood <ul style="list-style-type: none"> Promoting ethical lifestyles Differentiate between different ethical and moral systems AACU <ul style="list-style-type: none"> Ethical reasoning and action DQP <ul style="list-style-type: none"> Ethical reasoning
2.2 Adaptive Thinking Lindenwood graduates can think adaptively.	Assignments/assessments that require applying information to new situations and/or making connections between ideas	Lindenwood <ul style="list-style-type: none"> Developing adaptive thinking
2.3 Critical Thinking Lindenwood graduates can think critically. #5 Students will think critically and analytically.	Assignments/assessments that require engaging in comprehensive inquiry and analysis of issues, information, ideas, artifacts, texts, and/or events before accepting or formulating an opinion or conclusion	Lindenwood <ul style="list-style-type: none"> Accurately assess the credibility, relevance, and accuracy of information sources Argue a thesis based on critical evaluation of a text or work of art AACU <ul style="list-style-type: none"> Inquiry and analysis Critical thinking DQP <ul style="list-style-type: none"> Analytic inquiry
2.4 Innovative Thinking Lindenwood graduates can think innovatively. #6 Students will effectively engage in creative thinking.	Assignments/assessments that require synthesizing existing ideas, information, or expertise in original way and/or performing in an imaginative way characterized by a high degree of creativity, divergent thinking, and risk taking	AACU <ul style="list-style-type: none"> Creative thinking
2.5 Diverse Perspectives Lindenwood graduates have diverse perspectives.	Assignments/assessments that require applying and/or evaluating diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (e.g., cultural, disciplinary, or ethical)	Lindenwood <ul style="list-style-type: none"> Developing educated, responsible citizens of a global community DQP <ul style="list-style-type: none"> Engaging diverse perspectives
2.6 Civic Responsibility Lindenwood graduates can apply principles of responsible citizenship. #2 Students will develop a sense of responsible citizenship.	Assignments/assessments that require civic knowledge and/or engagement, exercising responsible citizenship, promoting the quality of life in a community through political or non-political processes, comparing personal and public concerns, and/or respecting the views or rights of others	Lindenwood <ul style="list-style-type: none"> Developing educated, responsible citizens of a global community AACU <ul style="list-style-type: none"> Civic knowledge and engagement—local and global DQP <ul style="list-style-type: none"> Civic and global learning
ILO-3 Lindenwood graduates have communicative fluency.		
#3 Students will communicate effectively.		
3.1 Written Communications Lindenwood graduates are effective writers.	Assignments/assessments that require producing clear and coherent written compositions in which the development, organization, and style are appropriate to task, purpose, and audience	Lindenwood <ul style="list-style-type: none"> Outline and organize research Identify the parts and functions of an effective rhetorical argument

		<ul style="list-style-type: none"> Distinguish between formal and informal presentation styles and standards <p>AACU</p> <ul style="list-style-type: none"> Written communication <p>DQP</p> <ul style="list-style-type: none"> Communicative fluency
<p>3.2 Spoken Communications</p> <p>Lindenwood graduates are effective speakers.</p>	<p>Assignments/assessments that require producing clear and coherent spoken communications in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>Lindenwood</p> <ul style="list-style-type: none"> Speak effectively to an audience <p>AACU</p> <ul style="list-style-type: none"> Oral communication <p>DQP</p> <ul style="list-style-type: none"> Communicative fluency
<p>3.3 Digital Communications</p> <p>Lindenwood graduates can communicate effectively and ethically in a digitally connected world.</p>	<p>Assignments/assessments that require designing content and communicating ideas, effectively and ethically, in a digitally connected world</p>	<p>Lindenwood</p> <ul style="list-style-type: none"> Promoting ethical lifestyles <p>AACU</p> <ul style="list-style-type: none"> Ethical reasoning and action Information literacy <p>DQP</p> <ul style="list-style-type: none"> Use of information resources <p>HLC 2.E.2</p> <ul style="list-style-type: none"> Use information resources ethically
<p>3.4 Quantitative Representations</p> <p>Lindenwood graduates can support communications with quantitative evidence.</p>	<p>Assignments/assessments that require constructing sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)</p>	<p>AACU</p> <ul style="list-style-type: none"> Quantitative literacy <p>DQP</p> <ul style="list-style-type: none"> Quantitative fluency
<p>ILO-4 Lindenwood graduates have effective problem-solving skills.</p>		
<p>4.1 Strategy</p> <p>Lindenwood graduates can solve problems strategically.</p>	<p>Assignments/assessments that require designing, reviewing, implementing, and evaluating a strategy to solve a real-world challenge</p>	<p>Lindenwood</p> <ul style="list-style-type: none"> Developing problem-solving skills Incorporate appropriate modern technology to solve problems <p>AACU</p> <ul style="list-style-type: none"> Problem-solving
<p>4.2 Collaboration</p> <p>Lindenwood graduates can solve problems collaboratively.</p>	<p>Assignments/assessments that require mobilizing or working with others to solve a real-world challenge</p>	<p>Lindenwood</p> <ul style="list-style-type: none"> Developing problem-solving skills Collaborate effectively with others in establishing group goals and negotiating roles for accomplishing those goals <p>AACU</p> <ul style="list-style-type: none"> Teamwork

		AACU <ul style="list-style-type: none"> • Applied and collaborative learning
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Recommendations

1. Evidence of desired results is critically important and the criteria for assignments or assessments included in the schema are open for review, comment, debate, revision, addition, subtraction, etc. The source for 1.1.1 - 1.1.11 was Lindenwood’s General Education Requirements: Rationales and Criteria for Each General Education Category (May 2015).

These criteria do not call for widespread revision, but rather alignments between existing assignments/assessments and the ILOs and their corresponding components. After alignment, faculty should collaborate to confirm that successful performance of the assignment/ assessment clearly provides convincing evidence of the corresponding ILO(s) and component(s).

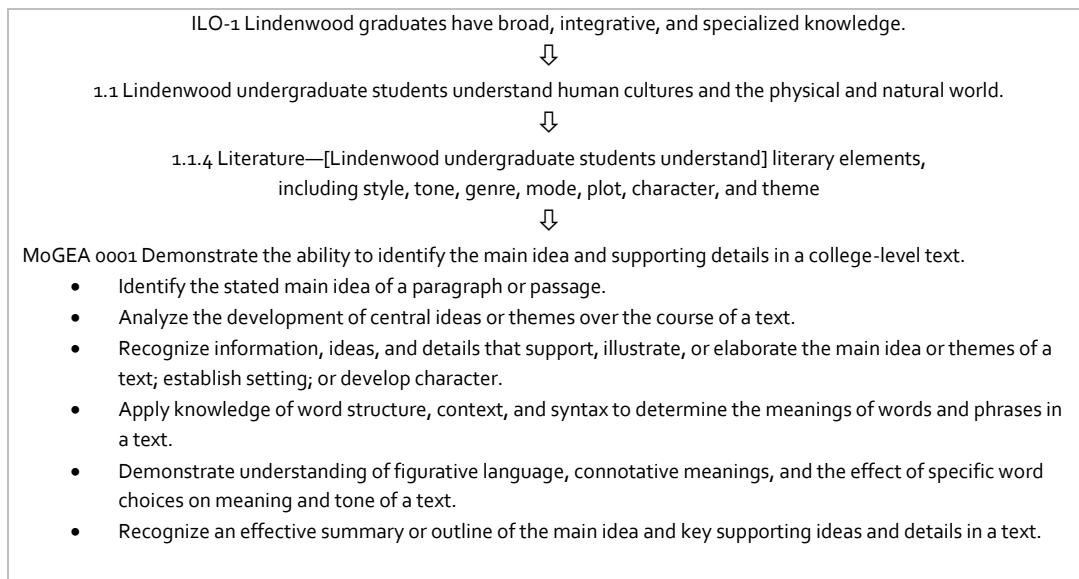
Ultimately, the evidence that we collect, analyze, and use to close the loop will provide public answers (data) to questions such as “To what extent do Lindenwood graduates have effective problem-solving skills?” Accordingly, consensus about “measures for assessment” and commitment across the university in terms of teaching for the desired results and successful student performance are not only requisite, but also imperative.

2. As per HLC criterion 3.B.2—The institution articulates the **purposes**, content, and intended learning [outcomes](#) of its undergraduate general education requirements—the task force recommends the following:

The purpose of the General Education Program is to initiate, develop, demonstrate, and integrate Lindenwood’s Institutional Learning Outcomes (ILOs). The Lindenwood ILOs are fully aligned with leading frameworks of essential 21st century qualifications and serve to prepare the graduate, regardless of major, for personal success in a world of increasing complexity, innovation, and change.

Much work remains, however, in terms of identifying the **content** of general education requirements, including courses, credit hours, and transfer-related equivalencies and/or testing/proficiency requirements. To this end, the task force recommends expanding the pathways by which students can complete general education requirements. The University of Kansas, for example, prescribes approved courses, sequences, *and experiences* to fulfill the “[KU Core](#).”

3. Regardless of general education course, sequence, and/or experience requirements, serious consideration must be given the [Missouri General Education Assessment \(MoGEA\) Framework](#). The Missouri General Education Assessment is required for all undergraduate students seeking Missouri teacher certification, and opportunities to learn what will be assessed must be provided. These requirements are fully integrated into the schema, and there are natural connections. For example:



In conjunction with transfer equivalency policies, the MoGEA may be a valuable resource (e.g., transfer students with an associates degree who score XX on the MoGEA will not be required to complete any additional GE requirements). The MoGEA could also be required of all undergraduates for comparative purposes.

4. Ideally, evidence for each ILO and at least one corresponding component should be collected in every general education course. To facilitate this initiative, serious consideration should be given to using the “Outcomes” tool in the Canvas Learning Management System (LMS) to implement (assign and grade) assignments/assessments, report results, manage data, and build reports.

In addition to the General Education Program, evidence of applicable ILOs/components should be collected from co-curricular units. Programs, projects, or formal experiences under the auspices of Student Life and Leadership, for example, might provide strong evidence of 4.2 Collaboration.

Further, evidence of each ILOs and their corresponding components should be collected throughout each degree program, or in “major” courses. As per HLC criterion 3.B.3:

Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

As a result of collecting evidence *throughout* and *around* each student’s journey—integrative, formative assessment (the sister of an integrative liberal arts curriculum)—the result will be rich data to drive

decisions (close the loop) about improvements, interventions, curriculum, instruction, individual students, cohorts of students, professional development needs, etc. In contrast to an “end-of-program” approach to assessment, multiple measures and frequent cycles of analysis and decision-making would provide another reason why Lindenwood is Like No Other.

5. Answers to “What are the intended outcomes?” and “What counts as evidence?” are only a beginning. Essential questions to follow include but are not limited to:

- How much evidence will be required per outcome, per component, and/or per student?
- How will evidence be assessed/evaluated?⁵
- By what measures will we ensure valid and reliable assessment/evaluation of evidence?
- What are the expectations—targets—for student performance, per ILO, per component, per assessment artifact, individually and/or collectively? The goal makes the team.

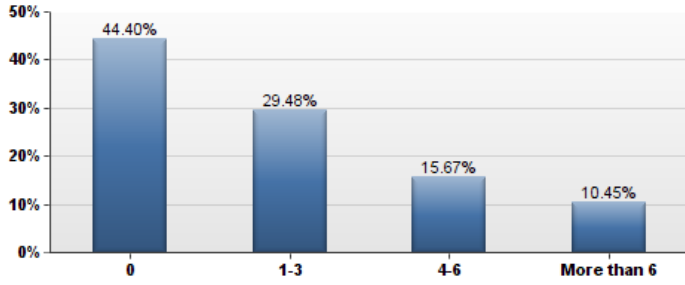
⁵ For example, [The SOLO Taxonomy](#):

0	1	2	3	4
Prestructural: No part of the student's work meets expectations	Unistructural: A part of the student's work meets expectations	Multistructural: Parts of the student's work meet expectations	Relational: All parts of the student's work meet expectations.	Extended Abstract: The student's work exceeds expectations.

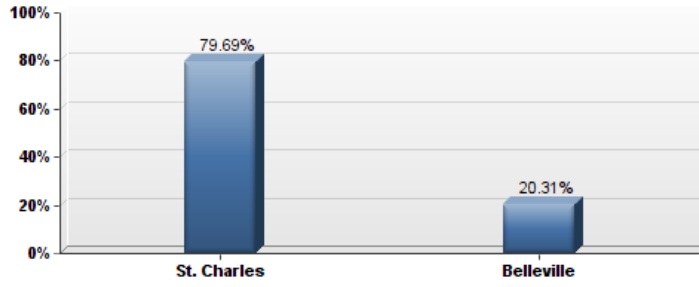
My Report

Last Modified: 03/09/2016

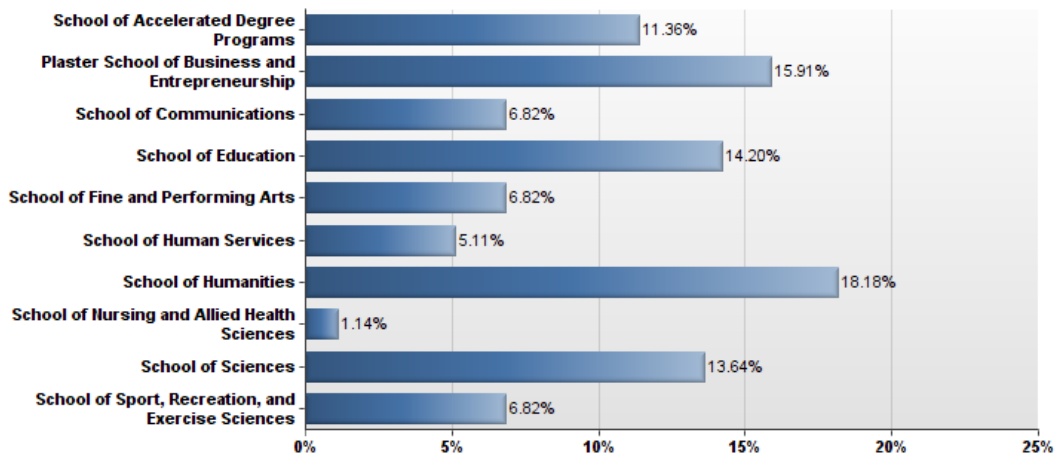
1. On average, how many sections of general education courses do you teach per year?



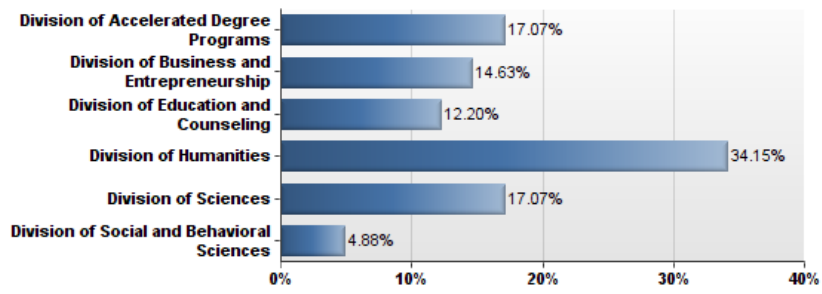
2. On which campus do you primarily teach?



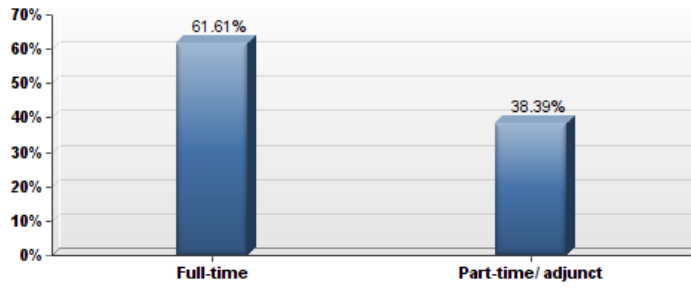
3. In which School do you primarily teach?



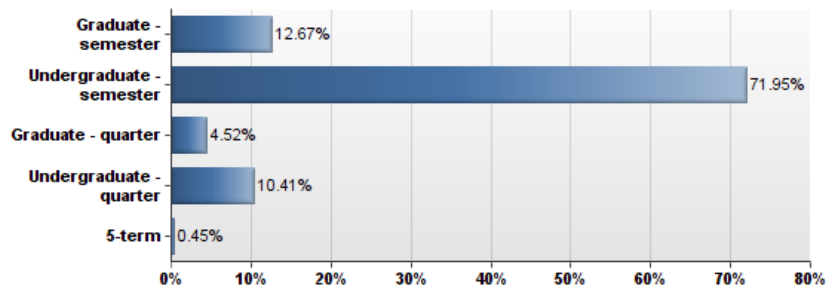
4. In which Division do you primarily teach?



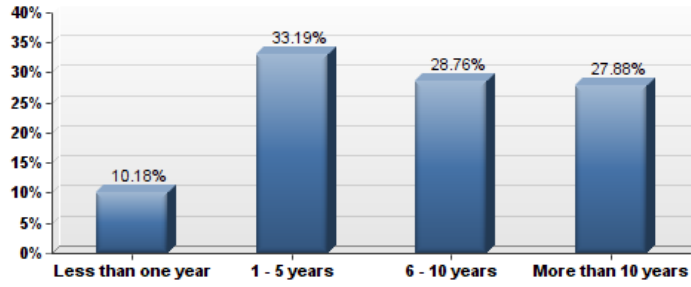
5. What is your faculty status?



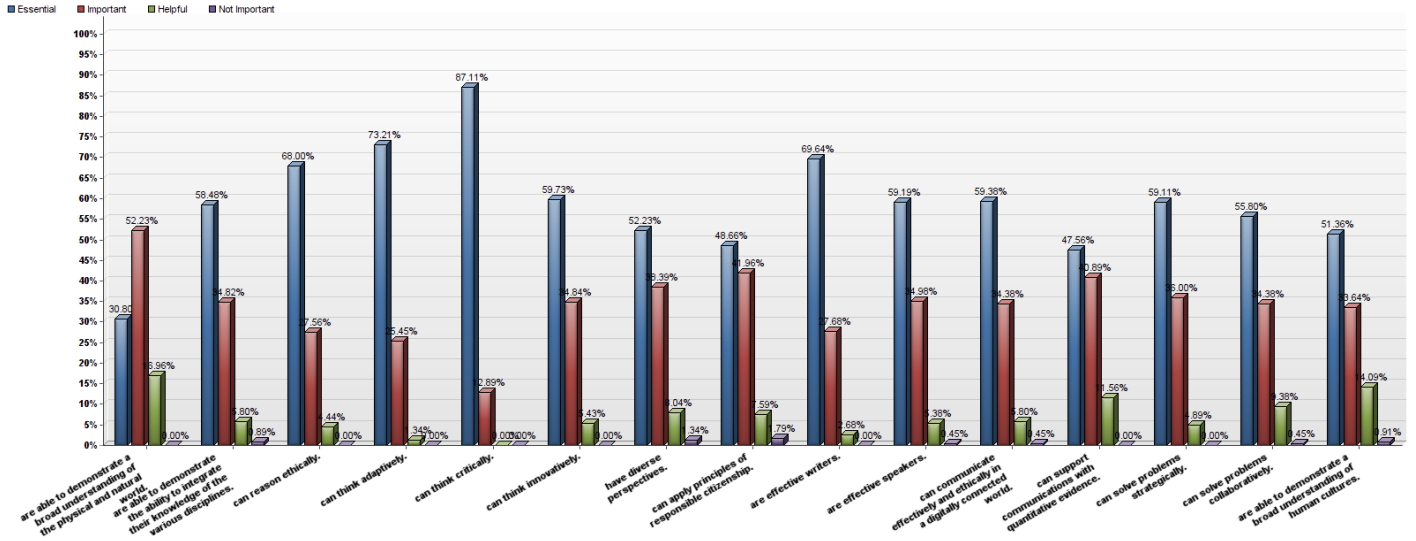
6. In which academic program is your primary teaching assignment?



7. How many years have you taught at Lindenwood?



8. Please rate the following potential student learning outcomes in terms of how critical they are in meeting the educational needs of our students. Lindenwood graduates...



9. In your opinion, what are the three (3) most important things students should know by the time they graduate from Lindenwood (whether those things are in the list of outcomes above or not)?

Text Response
There needs to be a certain minimum content. If you are graduating from a college in the United States, you should have a basic understanding of the Constitution, for instance. You should have read the major literary and philosophical works that have shaped western thought--Homer, Shakespeare, Dante, Douglass, Socrates and Plato, Darwin. You should understand the basic tenants of the major religions of the world.
Test
1. different ways of understanding the world, including the scientific method 2. world and American history 3. appreciation of the arts
1. Appreciation of diverse perspectives 2. Effective communication (oral, written, digital) 3. Critical thinking
understand the industries in which they intend to work understand how the world works understand the importance of civic involvement
Communication Strategies, Foundations of Ethics, Basic Statistics
Think critically Think innovatively Use evidence to make a case
1. How to self reflect on prior experiences 2. Communicate genuinely and effectively 3. Effective strategies to build and foster practical intelligence, beyond academic intelligence
How to reason individually, develop an effective worldview, become a productive citizen.
How to support opinion with credible evidence. How to connect prior learning (e.g.) pathophysiology to clinical settings. How to make legal and ethical decisions.
How to apply what they've learned to real world situations. How and why the world got to where it is now. The inter-connectedness of the world and how it affects them.
Academic understanding of their major field. How to use computers for data analysis and presentations How to do research, determine what is important and how to summarize their findings with conclusions and recommendations.
support communications with quantitative evidence think critically think adaptively
there is a racial problem in this country there is a poverty problem in this country there is a vision that this country can do no wrong, when in essence we are on the edge of collapse.
How to think. How to solve problems: professionally, personally, academically. The "science" of education. The theories, the strategies, the HOW of teaching
Know how to collaborate and work with others Know how and where to find information Know how to problem solve.
Literature, history, and the arts.
how to think critically, how to speak well, and be knowledgeable of their discipline
1. How to accurately communicate both orally and in writing 2. Basic quantitative problem solving strategies 3. Distinguishing between ethical and non ethical practices
how to be a responsible citizen, have a diverse perspective, knowledge of various disciplines
1. How to use data or research to justify their opinions/position 2. Show responsible work behaviors such as meeting deadlines, always producing their best work, and taking responsibility for their actions 3. Problem solve
(1) They should know something about diverse cultural and especially religious traditions. (2) They should be familiar with the broad scientific consensus. (3) They should know the basic contours of American, Western, and World history, including the literary canons produced by those histories.
What it means to be productive member of society Some mastery of their chosen field of study They should have an appreciation of knowing what they don't know
Ethics Rhetoric Math
How to be a life long learner. How to apply the material they have learned. How to be a good communicator.
1 - philosophy and ethics 2 - essential artistic/literary canon of work 3 - world history and historical method
How to formulate a sentence - not in text-speak and to address people with respect. Lose their sense of entitlement and appreciate others of all different walks of life.
knowledge of world cultures technological knowledge knowledge of American culture and history
1) How to write a well thought-out and researched paper. 2) How to effectively communicate verbally and in written form. 3) How to solve problems effectively using critical thinking.
* How to think critically * How to see things from another point of view than their own * How to problem-solve strategically
How to write effectively Basics of our history and government be scientifically literate
Demonstrate an understanding of democratic principles Methods of problem solving
1. Logic 2. Ethics 3. History
1. Effective writing and communication knowledge 2. Comprehensive knowledge in their particular field 3. Overall knowledge towards the world
I believe the three most important things students should know by the time they graduate Lindenwood are: 1) The understanding of the intersection of religious and cultural diversity and the way it affects current events. 2) The rules of standard written and spoken English. 3) The importance of continuously improving themselves through lifelong learning.
1. have a broad understanding of, and respect for, a variety of human cultures 2. have an understanding of the fragility of the natural world 3. have an understanding of the ethics required to allocate resources fairly
Enough knowledge in field to be a productive employee. Culture of building knowledge in field. Communication skills.
1) They must know how to write well. 2) They should understand basic math well enough to function as a responsible adult. For example, they should be able to make a budget and understand compound interest and debt. 3) They should know what a peer-reviewed research article is and why it provides better information than cnn.com.
The student should know how to reason, use logic, and understand what that world is about, not just their place in it.
Students should know how to write and speak effectively and can support communications with quantitative evidence.
knowledgeable in their area of study
What career and advanced degree options are open to them, given their fields of study. Whether their career plans make fiscal sense.
1. Communication skills: Oral and Group 2. Writing skills 3. Reading comprehension

Students should know basic life skills, such as budgeting, pragmatism, civics, and independence. Students should be aware, appreciative, and respectful of different cultures, religions, ethnicities, and nationalities. Students should have an advanced understanding of research skills and methods related to their field of study and have the opportunity to put such things into practice.

Know that the world is and always was incredibly diverse and to have respect for that diversity Know that learning is a fun, life-long process and integral to being a productive person Know that they have the skills to tackle whatever life throws at them and NOT that they have only learned the skills for one job.

How to articulate their ideas, how to think critically (by ascertaining and evaluating multiple perspectives), and how to research effectively

A solid grasp of their history and the history of other peoples; a basic understanding of the scientific principle and its outcomes; that the market is not the answer to all problems

Knowledge of global history, arts and culture, and the social sciences

Global cultural perspectives Business economics World philosophies

1. How to communicate effectively in writing as well as the spoken word.

1. Critical thinking skills 2. Problem solving skills 3. Collaboration skills

They should know how to respect those who are different from themselves...to be more inclusive.

There is big complex world out there. It is not all about them so figure out how to be competitive. What it means to be an educate person and an enlightened citizen.

Students should know: How to communicate effectively - written and oral How to evaluation and use data to make decisions How to navigate his or her finances to ensure a debt free future

how to research facts of EVERYDAY things-not just scholarly subjects-to be a better informed consumer and citizen

A sense of their place in the world and its history; Why a liberal arts foundation is important and meaningful for ANY career; The English language (its ins and outs, how to use it effectively).

Critical Thinking Communication Skills Digital/ Skills needed in the 2020 economy

1) How to be an entry level professional in their selected field of study Or what is the next step in the pursuit of their chosen career pathway 2) How to solve moral and ethical dilemmas utilizing their acquired critical thinking skills and a diversified knowledge of human cultures 3) How to read and review multiple disciplines of research evidence to make the most educated decisions in their lives and careers.

World History. How to read, write, and evaluate arguments. How to apply moral reasoning in different circumstances.

How to think critically, effectively communicate verbally and in writing, and how to problem-solve

How to think critically. Ethical decision making in their chosen profession. The skills necessary to succeed in their chosen profession.

1 - content learned today will constantly change; thinking through situations is a "forever" skill and much more critical 2 - there is not ONE thing (or even multiple things) a student should "know" - they have to be able to think critically, innovatively, adaptively to be successful

1. Student should know the practical skills and processes supporting communication--reading, writing, speaking. 2. Students should know how to think critically, and to cooperate creatively to develop strategies for change and positive growth. 3. Students should know themselves as a world citizens, and be aware of their opportunities to benefit the lives of others through service

1) Ability to apply critical thinking to analyze problems and develop solutions to dilemmas. 2) Ability to articulate in writing ideas and concepts and 3) Ability to work effectively in collaborative groups through understanding multiple view points and constructively analyze the best approaches to resolve team problems.

That the world is diverse and they must learn to interact with those that are different from them. That it's important to work collaboratively to solve problems. That they must learn to adapt.

How to think critically on their own; how to write sentences that express original thought; how to find their own curiosity.

1. Numeracy 2. History 3. Principles of oral and written communications

Students should be able to apply strategies and methods for their discipline in order to plan and implement curriculum for an elementary school. They should also have a good General Knowledge Base in order to effectively instruct the students and communicate with others. Finally, they should be updated with technology skills, have enthusiasm for our profession, and be ready for any or all requirements from the teaching profession.

1. They should have a developed belief system. In other words, they should know what they believe, and why they believe these things. 2. They should have a good understanding of their major field of study. 3. They should understand that life is a continuing series of choices, and that all choices have consequences.

No specific knowledge in any one particular field or another. They should know how to learn and apply critical thinking skills to a wide variety of situations.

Their own strengths and weaknesses, the interconnectedness of a digitally connected world, their own influence and voice

1. Students should know how to analyze information, not just "take it in." Thus, students should be able to determine credibility and relevance, in addition to demonstrating an ability to critique content (include what is not said). 2. Students should be able to formulate solutions to problems, from daily hiccups to the larger issues of their disciplines. Students should be able to display higher-level, critical thinking skills. 3. Students should be able to professionally and politely advocate for themselves, through developing relationships with faculty, staff, each other, etc. This is an essential building block for future success.

tolerance for opposing viewpoints, quantitative knowledge, understand the role of intuition

They should know how to speak clearly, write correctly, and think critically. These broad terms are applicable to the goals of any major and/or career.

Why the world is the way it is. Where they fit into it. How they can affect the future (positively).

Know the importance of a vision and how to put a plan in action by collaborating with others to implement and evaluate the vision. Use all resources available and look at all point of views. Be honest and have integrity.

Understand the global nature of the 21st century world Appreciate and accept difference/diversity in the world. A history of their own country.

The importance of human diversity Basic literacy in humanities, social sciences, and sciences That in politics, ethics, and society, there is rarely one singular correct answer

broad understanding of human cultures/diversity (and respect for that); a broad understanding of the physical and natural world (and respect for that); their values and why they hold them

Have a vast and varied field of knowledge in their chosen major; how to effectively and ethically research material; how to demonstrate their ability to integrate their knowledge with other disciplines.

Applying knowledge, demonstrate ethics, problem solving

Students should know about ethics, business, and their field of study. Ethics and business apply to every single career field. Without out the first two earning a career in the third will be nearly impossible.

Basic world geography, the expanse of literature available for learning and enjoyment, diversity of cultures.

1. The essential knowledge base of their chosen major degree program. 2. That they will only succeed through hard work, perseverance, and continuing education. 3. That success is not measured only in terms of how much money you make.

How to think critically Communicate effectively and ethically Can effectively and logically argue a position

1). college-level reading,comprehension & writing skills, demonstrating knowledge of basic canon of English literature 2). knowledge of basic American & European history, world geography, culture & history (what used to be called "common knowledge") 3). ability to do research from books & library in addition to digital sources & basic computer skills; maintain intellectual curiosity through class participation, reading outside of class, develop appreciation for the arts & cultural activities

To think critically To think Innovatively To solve problems strategically

1. Know how culture affects the individual (especially oneself) 2. Know what elements are most central to their definition of "a good life" 3. Know what their particular strengths and weaknesses are, to pave the way toward a career that's right for them

Diversity, Ethics, Logic

Be able to problem solve anything in life. Continue researching in their field of interest. Be able to apply knowledge to daily life.

Students can communicate effectively and ethically in a digitally connected world, students should know how to write effectively, and students can apply principles of responsible citizenship.

1. Be responsible. 2. Communicate well. 3. Have a desire to learn.

How to write professionally How to do a proficient and effective presentation How to perform basic mathematic functions

Are able to integrate their knowledge of several disciplines.

How to communicate How to leverage the technologies of the day in their effort to communicate How to write

Be a critical thinker, Honest Citizen, race toleration!

Students should be skilled in research as well as writing. So if a student doesn't know the answer to a question, they know how to find it.

They should know the following: major themes in literature, human cultures, and the benefits of working as a team.

Etiquette skills (respect and values) Communicate effectively How to network

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	181

10. In your opinion, what are the three (3) most important things students should be able to do by the time they graduate from Lindenwood (whether those things are in the list of outcomes above or not)?

Text Response
1. think critically 2. write effectively 3. have diverse perspectives in forming conclusions . speak their own disciplines language be media literate be critical thinkers Communicate Effectively, Think Critically, Reason Ethically Write effectively Absorb, digest and come to a conclusion in a world where information is expanding exponentially Think systemically
1. Effectively speak and write in Standard English 2. Create opportunities for oneself 3. Help others succeed Write/communicate in a professional manner, develop a good ethical understanding of themselves in their profession, become competent individual contributors. How and where to find credible evidence (the seniors I have had don't know how to search in a library database). Communicate effectively with persons of all ages and backgrounds. Think critically to make sound decisions when in novel situations.
Use various applications of Mathematics in real world situations. How to distinguish fact from non-fact. How to proceed when things don't go their way.
1. How to read and communicate with people in a way that the other person will understand. 2. Ability to apply knowledge. 3. Ability to plan and prioritize their time based on what is important and what is urgent. Responsible time management Self Accountability Tactfully engage with others (peers and persons of authority)
see that their solution may be the one to equate the races, however small see that their solution may have an impact on poverty, however slight seek the government that serves the people... not the government The ability to work and communicate with others that have differing views and beliefs. The ability to problem solve. The ability to successfully match instructional strategies to meet the needs of the students they teach.
Be able to collaborate and work with others effectively Be able to find information Be able to collaboratively solve problems in unique ways
1. Critical thinking 2. & 3. Effectively communicate (written and oral) speak, write, and critically think think critically, speak well, and solve problems
1. Solve and analyze mathematics problems relative to their major. 2. Read and write (be able to write a collegiate level paper) 3. Take responsibility for their own actions effective writing, critical thinking, effective speaking
1. How to use data or research to justify their opinions/position 2. Show responsible work behaviors such as meeting deadlines, always producing their best work, and taking responsibility for their actions 3. Problem solve
(1) The ability to navigate in a culturally plural society, which involves especially a knowledge of and sensitivity to religious difference. (2) The ability to think critically by assessing presuppositions and testing conclusions. (3) The ability to construct an argument by identifying and organizing fitting evidence, being aware of their own presuppositions and those of their audience, and drawing proper conclusions. To write effectively To present effectively To be responsible collaborative team player
1) Think critically 2) Communicate effectively with speech 3) Communicate effectively with writing Write well College level algebra Ask intelligent questions Be a good communicator. Be a good reader. Be a good writer.
1 - written communication 2 - critical/analytical reasoning 3 - creative problem solving ability to develop relationships strong speaking ability ability to solve problems
1) Write a well thought-out and researched paper. 2) Communicate effectively verbally and in written form. 3) Solve problems using critically thinking. * write professionally acceptable correspondence * communicate effectively and respectfully with people who hold differing worldviews * solve problems strategically and creatively
How to write effectively understand context when others news or other sources cite historical and governmental examples be able to scientifically know how to ask effective question when reading or hearing about scientific studies. Communicate effectively in writing Understanding & applying basic mathematics to work and life situations Think critically and apply this to collaborative situations
1. Think logically 2. Think ethically 3. Think with a grounding in history and culture
1. Effective writing and strong business communication skills. 2. Ability to translate their knowledge into real-world applications for a successful career. 3. Can demonstrate critical thinking and effective problem-solving strategies.
1. Read effectively, i.e., at an adult level 2. Write effectively, i.e., at an adult level 3. Solve problems Produce Innovate Learn
1) They should be able to write well. 2) They should be able to perform math. 3) They should be able to critically evaluate research so as to know what is media hysteria and what are legitimate research findings. The student should be able to think reasonably, speak their thoughts using data, and be able to be an informed citizen. Think innovatively, communicate effectively and ethically in a digitally connected world, and solve problems collaboratively.
write critically speak effectively problem solve
How to communicate effectively to a variety of different audiences. How to incorporate different and disagreeable perspectives in conflict resolution. How to work effectively in small groups.
1. Communicate well with others 2. Write properly 3. Reading comprehension All students should be digitally literate (excel, Blackboard/Canvas, Prezi, Word, typing technique). All students should be effective communicators, which includes speaking AND writing in social, academic, and professional contexts. In addition, students should have an understanding of what constitutes each contexts and the kind of communication that is required/appropriate for the various situations they may encounter. Students should be well-informed local, national, and global citizens who are taught how to think instead of what to think.
They should be able to communicate through writing and speaking effectively They should be able to understand the world around them and the role of history in shaping our

present They should be able to read a text and understand the multiple meanings of that text.

See above -- I think I answered this there - so KNOW: the diversity of cultures and civilizations of the world and their contributions to/ relations to American society; the fundamental basics of reading, writing, and math (at a college level); and scientific theory

How to critically analyze information presented to them; how to present their positions in a persuasive, but rational and fact-based way; how to distinguish information from knowledge

Communicating effectively in verbal and written form, and work in a collaborative environment

Effective writing Critical thinking Effective communication

Write Think critically Speak effectively

1. How to critically evaluate an issue or problem related to their discipline 2. How to solve problems involving complex issues 3. How to work collaboratively with others.

Have developed a love for learning and the accompanying skills to serve them throughout their life time.

Write clearly Be able to think for themselves and support their ideas with substantive materials Be curious enough about the world to go explore it.

Think critically Problem solve Behave in an ethical manner

be able to perform competently in an interview process, demonstrate their expertise in the field of their degree (expertise, not just knowledge or it discredits other students), research facts of EVERYDAY things-not just scholarly subjects to be a better informed consumer and citizen (yes, that is important enough for me to be in both places)

How to write well for varied audiences (and a sensitivity to that audience); How to read critically and think critically about an issue; How to problem solve as part of critical analysis.

Communicating effectively to all people in the Digital Age Critically examine issues from all view points Understand how and why things actually happen in the economy

1) Critical thinking as this is a trait many high schools have eliminated and is the cornerstone of higher learning and the trademark of a truly educated citizen. 2) Ability to translate the information they read or receive from others into knowledge that they utilize in their careers or daily life. 3) Problem recognition and resolution skills

Reading, writing, and evaluating arguments. Sympathetic understanding of people from different cultures or with different beliefs.

How to think critically, effectively communicate verbally and in writing, and how to problem-solve

Write well. Think critically. Collaborate professionally.

1 - How to assess a variety of input data/variables and process those variables/data into a actionable information - i.e. recognize and understand a problem based (knowledge integration, adaptive thinking) 2 - problem solve real world challenges with cohesive, logical, reasoned actions (critical thinking, strategic problem solving) 3 - innovative thinking/strategies for assessing, implementing and evaluating problem solutions

1. Students should be able to engage in processes of self-observation and self-assessment as these will support and promote professional and personal growth. 2. Students should be able to listen deeply and communicate effectively with others who may or may not agree with them. 3. Students should be able to engage in a life approach that advances their ability to flourish personally, and promotes their positive impact in the important areas of their life

Same as above.

Students must be able to write a coherent paragraph. Students must be able to problem-solve. Students must be able to read and comprehend what they have read.

I don't see the distinction between what students should know and what they should be able to do. They should "know" how to think critically and be able to "do" thinking that is critical.

Write a paper with a clear thesis Write a paper/give presentation without grammatical/spelling errors. Solve a problem using available resources

How to use the information they already know to assess situations, questions, and claims in logical and reasonable ways

1. Be "numerate" 2. Function honestly and ethically in society 3. Solve problems in their personal and professional lives.

think critically

They should be able to implement curriculum, be highly skilled in technology, be able to teach the Whole Child, skilled with strategies and varying methods, have an increased knowledge base, and be ready to contribute positively to a changing world..

They should be able to reason logically. They should be competent in their major fields of study. They should practice ordinary virtues in daily life.

Be able to think critically. Be able to write well. Be aware of diverse cultures and perspectives.

Apply knowledge to a broad area of topics -- understanding that each discipline is not a vacuum, communicate ideas effectively and support those ideas with quantitative reasoning, work collaboratively to solve problems

1. Find relevant information. 2. Problem solve. 3. Network.

basic math calculations, write effectively, work alone or with others

The same answer as I gave above.

Analyze material effectively (whether texts, sources, or experiments) Synthesize data and draw conclusions Communicate their ideas clearly and effectively

The ability to research innovative ideas in the field of education to enhance their knowledge so that they can be progressive. Collaborate effectively with others and respect multiple point of views. Know regulations, laws, policies and fundamental practices in education.

Be prepared for the digital age. Have strong interpersonal skills. work collaboratively.

Think critically and from multiple perspectives Communicate effectively Apply knowledge

solving problem collaboratively, thinking critically, can communicate ethically and effectively

Can communicate effectively and ethically whether in a digital manner or non-digital manner; ability to integrate their knowledge in a variety of disciplines; ability to work collaboratively to solve problems.

Write effectively, work as a team collaboratively, digital competence

Student must be able to speak, write, and communicate digitally in a professional, educated, and intelligent way.

Think critically, communicate in written form effectively and grammatically correctly, solve problems.

Critically evaluate what they see and hear Write clearly Speak with credibility and confidence

1. Communicate effectively. 2. Manage time effectively. 3. Demonstrate they are knowledgeable in their chosen degree.

Work with divergent groups and situations Develop leadership styles Communicate effectively, both in speaking and in writing

1). write clear and cohesive essays 2), maintain study habits that show comprehension & retention of subjects studied 3). speak clearly and effectively in public reflecting critical thinking skills

To think critically To think Innovatively To solve problems strategically

1. Critically evaluate information they're exposed to 2. Reflect upon their own processes of thinking/reasoning, including how it's affected by their particular cultural/socioeconomic/racial/ethnic/etc. background 3. Communicate clearly and effectively in writing

Arithmetic, writing, logic

Plan how to solve a problem. Find more than one option to solve the problem. Finally, choose the best option to solve it.

Students should be able to demonstrate a broad understanding of human cultures, students should be able to demonstrate the ability to integrate their knowledge of the various disciplines, and students should be able to solve problems collaboratively.

1. Have accountability. 2. Be able to communicate. 3. Enter the workforce.

Present material to a group professionally and with confidence Speak correctly and effectively with any type of information be it controversial or not Think critically to analyze a situation

Understand diverse perspectives and integrate these perspectives into their teaching.

Continue learning after crossing the stage (ideally embrace life-long-learning). Adapt to changes in our society. Listen to others and empathize with them in regards to their needs.

Those three are my priority list.

They should be able to communicate ideas in writing and in speech; they should be able to think critically; they should be able to demonstrate an understanding of the natural and physical world.

Do for themselves Do the right thing Do first things first

think critically, be adaptive, diverse perspectives

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	182

11. Please rank in order of importance (1= most important; 5 = least important) the following categories of student learning outcomes in an ideal Lindenwood general education program.

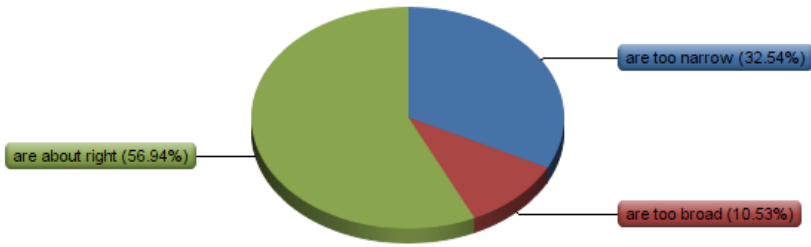
Note: In descending order, the rankings were: 1. intellectual and practical skills 2. personal and social responsibility 3. integrative and applied learning 4. knowledge of human cultures 5. knowledge of the physical and natural world

#	Answer						Total Responses
2	knowledge of the physical and natural world	8.29%	13.17%	16.10%	25.37%	37.07%	205
1	knowledge of human cultures	14.08%	15.53%	18.45%	33.01%	18.93%	206
5	integrative and applied learning	20.45%	24.55%	19.55%	13.18%	22.27%	220
4	personal and social responsibility	22.49%	23.44%	25.84%	16.75%	11.48%	209
3	intellectual and practical skills	37.44%	24.63%	21.18%	9.36%	7.39%	203
	Total	214	212	211	203	203	-

12. Using the scale provided below, indicate your level of agreement with each of the following statements.

#	Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses	Mean ▼
1	General education is an essential component of the student's overall educational experience.	65.47%	26.91%	4.48%	3.14%	0.00%	223	1.45
2	In the general education courses I teach, I teach directly to the general education student learning outcomes pertinent to the particular course.	39.86%	42.75%	11.59%	3.62%	2.17%	138	1.86
7	Lindenwood's general education program should include opportunities for students to take innovative interdisciplinary courses.	33.94%	46.15%	16.29%	2.26%	1.36%	221	1.91
5	Lindenwood's general education program should include one or more required writing intensive courses (beyond English Composition 1 and II).	45.95%	23.87%	17.12%	9.91%	3.15%	222	2.00
3	Within the degree program in which I teach, general education student learning outcomes are emphasized and reinforced.	32.65%	42.86%	17.35%	4.59%	2.55%	196	2.02
6	Lindenwood's general education program should include a required first-year academic seminar taught by faculty that addresses one or more student learning outcomes (e.g., critical thinking) and engages students intellectually in an important topic/theme.	37.90%	30.14%	21.46%	6.85%	3.65%	219	2.08
8	Lindenwood's general education program should include opportunities for students to take team-taught courses.	22.73%	31.36%	34.09%	9.09%	2.73%	220	2.38
4	Lindenwood's general education program should include a required capstone course.	18.22%	21.50%	30.84%	15.89%	13.55%	214	2.85

13. In terms of the disciplines and options that are offered within Lindenwood's current general education program offerings, those offerings _____.



14. What do you consider to be the strengths of Lindenwood's current general education program?

Text Response
It forces students to be exposed to a variety of disciplines and epistemological perspectives.
Test
faculty commitment to the program; great interest in having a strong program
A strong, committed core of contingent faculty who are devoted to student learning, and clear learning outcomes
Not knowledgeable enough to respond
Broad coverage of disciplines.
Personally, I am not that knowledgeable of the general education program to be able to answer the question.
A fine art requirement is an important aspect of the general education program. It is these courses that help emphasize critical thinking skills and on the ground problem solving outside of the 4 corners of a screen.
see above... need more emphasis
Prepares education students to pass MO-GEA assessment and the content portion of MO-CA assessments.
Exposure to reality in the field prior to getting too far in to stating a degree program.
In the School of Accelerated Degree Programs there is currently no Writing Proficiency Assessment that the main campus requires for their students. This may be a strength of the main campus and something for the School of Accelerated Degree Programs to consider.
I would personally like the students to take more, but the requirements are a solid foundation.
wide array of disciplines represented
Humanities
Variety of topics that can be taken for gen ed credit
Our General Education program is more robust than that of many other institutions in all areas: social sciences, humanities, sciences, etc. We need to maintain the strength of our GE program and **expand** it.
Provides a well rounded education which allows the student to develop a singularly personal worldview.
expansive in terms of number of required hours
History - may courses seem to be based on history.
I appreciate the weight and thoroughness of the current general education curriculum. I like being part of an institution that appears to value the liberal arts, which I tell my advisees is the most important part of being in college. I appreciate that LU has the expectation I tie general education to the major degree program in which I primarily teach.
A nice array of types of courses.
Strong foundation in the liberal arts.
The scope. At its heart it does give the students exposure to may idea they would never otherwise com in contact with.
It has no strengths apart from the fact that it still maintains that students need to take classes outside their majors. The fact that there are GE requirements, unfortunately, has more to do with departments trying to amass students in their classes so as to prove their worth than a unified vision for a well-rounded and robustly liberal arts grounded education.
Overall, the general education program provides an array of topics in which students gain an introductory knowledge of material.
I am no expert on our GenEd program, but I believe its breadth is one of its strengths.
Two English courses and a math are required.
The strengths of the LU program is that it meets the needs of some students in the current education setting. I see that we need to open more courses that meet the ever changing STEM or STEAM fields that will be opening for other individuals.
Students leave with a diverse knowledge background, which prepares them to face life's challenges and make informed decisions.
variety of options for some areas
I am not familiar enough with the Gen Ed program to feel comfortable answering this question.
The fact that it is diverse
The course requirements are well-rounded.
It covers all of the major elements that help determine a well-rounded educated person
That it exists - and has a number of offerings - I noted too narrow above because of the need for greater innovation
It offers courses taught by faculty, especially the adjunct faculty, with a broad range of experience and perspectives.
Strong emphasis on writing and literature, as well as history
Broad basis for understanding the world's present state of thinking, goals and achievement levels.
Unknown
Unsure
Provide students with a solid liberal arts foundation with a focus on specific skills.
the range can be very nice...
In my experiences, Lindenwood students finish their general education requirements with a very strong background in sciences and mathematics well above most other Universities.
Not yet watered down. Discipline/Content based (not Dewey based).
Early interventions facilitate retention in courses

Overall it covers the basic needs of Lindenwood students to be successful
Faculty who care about liberal arts education.
Courses that help students debate both sides of an issue, whether they believe in those sides or not Courses that compare and contrast. Courses that demand problem solving skills
The faculty, the individualization given to students, the program itself, and the leadership of the Dean of Education are the strengths of the program.
The program is good and employs very capable instructors.
The number and variety of disciplines covered by the program. Students need to be exposed to at least a little learning in all the major academic areas to compensate for the weaknesses of the K-12 system and to allow them to both build a strong foundation for life-long learning and hopefully stumble upon a major that they can be passionate about (vs coming to university with the sole, pre-determined goal of learning the specific and limited skills associated with one field in view of getting a job in said field).
Lindenwood is reflecting on what's working and adapting to better meet the needs of students (who we are preparing for careers and adult life). This is the greatest strength at this point, because there is a need for reflection, assessment, and development of concrete learning objectives for courses that are made available to all instructors and reflect Lindenwood's values.
The current general education program allows students to receive a liberal arts education not limited to just knowledge of their majors.
It offers a broad-based liberal arts curriculum, which should be the foundation of a well rounded education.
covers the basics
The vision of the GE program is good. I like what it intends to do.
I think the variety of disciplines represented is appropriate, however I do think within those disciplines some of the course offerings are a little bland.....
One important strength in the quarter courses is the small class size. This helps the instructor to work with each student when necessary and get to know each student in terms of their strengths and interests.
Many sections of each course are offered each semester to make the general education courses very accessible for students and allows them to fit these in their schedule with ease.
The greatest strength is that students have to take a variety of courses outside of their comfort zones/majors which encourages them to think critically and adaptively, and which exposes them to cultural diversity.
That it is broad based and offers the students the opportunity of a "well rounded" education.
Students develop a diversity of skills by requiring combinations of humanities.
It is a good idea to require students to acquire the general knowledge that fills in the gaps in their prior education. Without this, they enter early adulthood and the workforce with potential intellectual handicaps.
The variety of courses.
Not sure
Breadth is a strength, and the fact that we still HAVE liberal arts as a core requirement for graduation.
Broad enough to include many required courses.
Variety of subjects taught.
It has the usual amount of gen ed classes.
The teachers are knowledgeable and truly care about the students growth and well-being.
Instructors both adjunct and full time
I am not sure.
Nothing really stands out. It does what a general education block should do for a liberal arts institution.
Variety of general education courses.
They span various disciplines.
Consistent with other schools.
cross-cultural courses/requirement
It is a broad foundation for majors.
The cross cultural offerings and the concept behind them. Everything else is too narrowly defined.
I like the divided emphasis so the student's have to take at least one class that they are uncomfortable about.
Students are provided with a well rounded education and are exposed to many differing perspectives.
Does provide a good selection of courses.
Current general education program requires a solid foundation in the sciences, history and art.
Faculty dedication to student learning.
None
Overall, a good blend of general knowledge
Broad-based. I am proud that LU maintains the liberal arts focus with a strong emphasis on the humanities. Not many colleges are requiring 2 literature courses for every student but I think we are right in doing so. (and I am not an English professor! --
Traditionally, the focus has been on helping the student develop. The mission statement of this University has been taken seriously.
Coverage of the Liberal Arts
There is some range of courses offered. The range of courses could naturally be broadened, but students receive a fairly well-rounded education.
Variety and number of requirements
Students sample a variety of disciplines that contribute to becoming a well-rounded graduate.
There is diversity in the course offerings
Well-thought out courses and assignments, gives instructors the needed freedom to work independently within the course requirements allowing them to reach the class objectives in a number of different ways.

The number of general education classes is good. In the social and natural sciences, the student has a fair amount of choice as to which classes to take.

The breath of the program

It's broad approach to learning outcomes.

Balanced across categories of learning

Foundation in core disciplines

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	148

15. What do you consider to be the weaknesses of Lindenwood's current general education program?

Text Response

The perception of the importance of the General Education program needs strengthening for both students and faculty. It needs to be emphasized that general education courses are the heart of a university education. They are the reason employers hire graduates from four year colleges instead of from technical or trade schools.

Test

students don't fully understand its purpose

antiquated

An overreliance on contingent faculty members, and not nearly enough elective courses

Not knowledgeable enough to respond

Student's writing skills are somewhat inconsistent at the senior level. Students are unable and seem to lack any knowledge of how to find evidence-based research or to distinguish it from op-eds. Students are unable to perform basic computational math skills (multiplication or division) needed for medical dose calculations.

Too shallow. Needs more depth and rigor. I think the general education curriculum has been gradually watered-down over the years.

Personally, I am not that knowledgeable of the general education program to be able to answer the question.

Band and music should be integrated as part of the fine art requirements, and allowed to be taken to fulfill the fine art requirement.

see above.... need more emphasis...

Not a remedial ability...additional time/classes/labs that can address the needs of individual students.

Assessment of student knowledge, understanding and abilities are only measured through "tests and not other forms of assessment. Some students do not take tests well, and can express their level of understanding and experience verbally and through projects much better than through a paper-pencil or computerized test.

I don't feel qualified to answer this question. I will mention possibly the importance of students learning a foreign language in our society and this opportunity is offered for all students.

Too many areas of general education. Not enough focus on knowledge and skills that will benefit a student after college.

If flashier titles of classes or team taught classes are supposedly better, what makes them better? Why aren't the same classes and titles revamped the same way within a department?

too many requirements (e.g. 1-lit course would be enough)

not enough writing in non-Humanities

General education courses should be taught in a way that is useful to a student's major or interest

It could use a new name - something like "Liberal Arts" program. "General Education" makes it sound like a check-list to punch rather than something to sink one's teeth in and take seriously.

Program doesn't get the visibility that a degree program receives.

not rigorous enough

Tack of use of current technology such as blackboard by the faculty.

The curriculum is less the problem than our delivery of it. I feel students are steered too often into courses that sap the fun and intellectual stimulation out of the liberal arts. Too often, I hear from a student taking World Literature I "to get it out of the way." I believe we sometimes fail to provide more varied and stimulating course options that could intrigue the students and invigorate the faculty.

Too many. We currently are a little restrictive with our gen-eds - not allowing many transfer gen-eds.

I feel there could be a broader scope of courses considered GenEd.

Too many hours, some excessive requirements in certain areas (history, science).

Requiring both logic and world religion would be a useful improvement in the program, and well as more writing intensive classes.

writing is not emphasized consistently across gen ed classes

Lindenwood's current GE program gives students no idea why a well rounded liberal arts education is valuable. They see the bubble sheets as a hindrance to their goals rather than an intricate and important part of their goals. If the curriculum were modeled better, and we added a first year course that introduced them to the structure of a liberal arts education and demonstrated its value to society (and, yes, the market, too) in addition to a senior year capstone class that allowed them to draw together and assess all that they have learned as a whole, then Lindenwood University would be fulfilling its obligation as an EDUCATIONAL institution in the liberal arts tradition rather than a corporation run by overpaid administrators.

The general education program is lacking on providing students strong written and oral communication practices by the time they finish their general education courses.

Again, I'm not an expert, but I believe the program is weak if faculty do not support it.

Frankly, I think students end up taking a lot of courses that do not benefit them and are not of interest to them.

There is only so many options. If we want to really reach the students, then we need to find more ways to reach the students body.

The current general education core contains a few too many credit hours and need new options.

number of required courses

More interdisciplinary cooperation - there seems to be a lot of overlap between certain disciplines (Communication and English, in my experience).

Certain schools who do not believe another school should teach the area of General education that they feel should only be theirs

There aren't enough course selections available to EPP students or ENGL110 students because of prerequisites. Many courses don't offer enough sections in the Spring. More GE courses should be available over the summer/online.

Best summed up the World History requirement. There is literally no reason that all students should have to take World since 1500. World history is important, but there is an ancient and contemporary world course that do not count for the GE-WHIs. Also, there are plenty of ways to teach students about the world and should not be limited to a giant survey that does little to engage students with what is interesting about the world or teach them about contemporary conflicts that would shape their future. Also, the Math options are really confusing.

Lack of innovation/ interdisciplinary courses

Aligning with requirements for transfer students, as well as a lack of writing emphasized across disciplines

No basic course in everyday life math: check book balancing, mortgages and other loans, savings, budgeting. No course in visual aesthetics, taste, and determining value and provenance.

Unknown

Too rigid and narrow and students do not see how it connects to what they want to do in the world

Be more understanding that not all courses taught under the education department do not neatly fit into the teaching goals, etc., that are listed on the departments syllabus. The syllabi from other departments at LU and at other universities is not so convoluted, not so voluminous, nor so cumbersome. Considering the shortened attention span of Millennials, we need to keep that in mind.

Allow for more creative approaches to the topic areas. Help students make connections about the usefulness of solid educational foundation.

Too few class offerings to meet the needs of nontraditional students

...but the scheduling that offers them in some semesters and not in others can take away choices the student might have wanted because of scheduling conflicts (which is always a problem)

One of the weaknesses of the current general education program is that the University relies far too heavily on part time faculty (adjuncts), thus ensuring varying qualities of general education experiences for students.

There is a significant number of required general education credit hours and very limited variability of courses offered to meet those requirements.

Not rigorous enough.

All lower level courses that are too boring for good students. They need depth.

too narrow in scope - very focused on content and discipline, not integration of the learning throughout the general education program

No capstone requirement

The perception among many students that Gen Ed classes are secondary to their educational goals; too often I am told from students that my class is a Gen Ed and therefore I shouldn't expect too much from them.

The courses are graded on subject matter content more than on thought processes. They often are just ways to impart information.

There may be a need for more collaboration among faculty members, more faculty training, and an attempt to reduce redundancy with courses.

As is often the case in a university setting, turf guarding and departmental in-fighting sometimes get the better of people. Also, the creeping nature of extra forms, more bureaucratic demands, and new requirements can significantly increase the academic workload.

At a minimum, BA students, if not all students, should have a foreign language requirement. The U of Mo system requires three semesters (two 5-hour classes and one 3-hour class) for all BA degrees. Rather than have two English literature class beyond ENGL1700, maybe one lit class and at least one writing intensive course in another discipline. We need a WAC program or some kind of requirement that students take a series of writing intensive courses throughout their studies.

Lindenwood-Belleville lacks the standard learning outcomes we should see for each course. Because there are so many adjuncts--the # of adjuncts compared to the number of full-time faculty is alarming--too many professors are doing good work in the classroom, but with no clue as to whether or not their goals and objectives are a meaningful part of a larger whole.

Too many UPPER LEVEL courses.

I have none.

Many students (and perhaps some faculty, too) view gen eds as boxes to check on a student's bingo sheet rather than as opportunities to build a foundation for learning. So, perhaps we haven't done a good job of effectively communicating the value of gen ed courses. Perhaps there's also a deeper concern: does our gen ed curriculum really have a coherent philosophy behind it? Do we actually know (or agree upon) what we want our students to become as a result of having completed the gen eds?

more emphasis on an intercultural exposure

I think there is an assumption among students that GE courses should be easy. This limits the effectiveness of GE classes and undermines the noble intentions of the program. If these are meant to be the foundation of the Lindenwood experience and the basis for all information, communication, and critical analysis on campus, then these classes should not just be the memorization of knowledge.

See above

Some of the cluster might serve the students better if offered in terms of two courses instead of three in the current 13-class meeting format. There is so much material to cover that time can be factor in helping students obtain a firm grasp on the concepts.

Cross-discipline courses are not currently offered.

Students don't like gen Ed courses because they consider the courses "hard" and therefore irrelevant.

That the students may not appreciate its importance.

The teacher education program needs to be expanded to meet the requirements of both IL and MO.

Post high school and before admission to LU, not all new students are aware of their deficiencies or the learning curve needed to correct them. If possible, both students and teachers should have greater knowledge of their current skill sets, perhaps through pre-testing that is then shared with both parties before actual course enrollment.

Little knowledge of general education program

Fragmentary delivery. Students are often confused as to how the various categories of our liberal arts courses relate to each other. ALSO, student perception of the importance of the GE/liberal arts element of their education needs to be improved, and I believe part of why it is a problem is due to less than universal faculty buy-in regarding its importance, perhaps especially among the professional schools.

Not enough opportunity to give our opinions.

None.

It does not have enough uses for technology. There can be improvements from the stand point of the instructor and the students.

Lack of ability to accept fulfillment of gen ed requirements from local community colleges from those students with associate degrees as many universities do in the area.

More time should be spent on how to manage student behaviors.

Too rigid. Too many courses. No micro-application course (students can't even manage their files and folders, they need this instruction). No media literacy. No required health/nutrition/exercise sports and science courses (our society is only getting fatter, and we sit by and do nothing about it)

None!

They should be taught in an order that makes sense.

Not individually monitored

requirement of 2 lit classes, 2 history classes

It is too broad. Students would appreciate courses or material more in line with their majors. Many of the courses have no relevance.

Two literature courses and the HIS 100 requirement.

I would like to see more options in many of the categories.

Depending on their intended course of study, some students would be able to succeed with fewer requirements. E.g. I'm not certain that a lab science is necessary for those not entering the physical sciences. Cross cultural requirements could be cut in half. Literature requirements could be cut in half. AmGovHist should be one or the other, not optional.

There are too many required courses and GE hours. I question whether 30000 & 40000 level courses are GE or more for majors in the respective areas. The offerings are too narrow. There is no real connection between required GE courses and specific university learning outcomes. Very difficult to assess program's effectiveness. Unlike in the past, students today do have a stronger GE background from high school. Like of transferability for students of the GE courses. The LU GE program may not be competitive with where higher education is going in the future. The GE courses could cripple LU ability to attract students in the future.

Adjuncts carry the bulk of the load.

Too many classes for too few results.

Too immovable - non-flexible

It seems many faculty lose sight of the idea that Gen Ed IS a program. Too often, people teach Gen Ed classes as intros to their discipline and a way to recruit students to their major. This is very true in the major in which I teach in which most faculty probably cannot tell you what the Gen Ed outcomes are at this point, let alone which are on our Gen Ed course syllabi. Also, faculty do not all appreciate the necessity of reinforcing Gen Ed skills/outcomes throughout the major regardless if they are teaching Gen Ed classes. A secondary problem that keeps our Gen Ed program from "stretching" is that the Gen Ed committee seems dominated by faculty with like-minded perspectives, who approve an over-abundance of humanities courses -- particularly in PHL and REL, and are much less open to courses from other disciplines. As a result, we have innovative and interesting Gen Ed Courses in Humanities, but few elsewhere, even though I am aware of and have seen proposals from faculty in other schools that are worthy of consideration. There needs to be some turnover on this committee or opportunities for appeal outside the committee.

Students sometimes expect general education classes to be easy. I wish, too, there were ways to help students buy into the program.

lack of consistency in our writing courses; too many literature courses; European focus of our history requirements

Quantity of courses (too many required), rigidity of options

The requirements of which classes the students need to take in each discipline are too strict. (i.e., there is little flexibility in including courses without the "GE" in the prefix).

Variety and number of requirements

Students need to connect the Gen Eds to their majors to see the value. Since they do not have many "real life" experiences, it becomes the mission of the instructor to make those connections - why does a psychology major need to know about the civil rights movements? Why does an art history major need to know about world literature? Students do not always see those connections.

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	157

16. What are some ways we could improve Lindenwood's general education program (e.g., include student learning outcomes not emphasized in current general education program or outcomes not referenced in this survey; provide support for innovative teaching strategies, change hour requirements, etc.)?

Text Response
Increase the number of general education required and cut back on some of the ridiculously high number of hours required for some of the professional/vocational schools. At least one philosophy course and one religion course should be required, not one or the other. The basic structure and requirements are sound but there could be more courses taught concomitantly and integratively, such Greek Lit with Greek Philosophy and Greek Art and Architecture.
Test
do innovative things; market the program more effectively; work with advisors - provide them the necessary support in conveying to students the essence of the program
widen the scope to emerging world issues - i.e., studies in ethical use of robotic AI
Provide more opportunities for students to take elective courses, and hire more full-time, non-tenure faculty members to improve instructor focus and commitment to the values here at Lindenwood University
Not knowledgeable enough to respond
Offer more classes on-line.
Make the individual courses more rigorous. The SLOs, to me, are vague and nearly meaningless in terms of teaching specific classes.
Personally, I am not that knowable of the general education program to be able to answer the question.
I commonly find that students in my course (typically upper level students) have a VERY difficult time writing concisely and supporting their statements. Often, they also don't understand how to properly cite a source or create a bibliography or works cited page. I think it is a dismal disservice to allow students to reach the junior/senior level without acquiring these most basic academic skills that will allow them to become effective communicators in their future careers.
the excitement of teaching and learning appears to be dwindling. the goal of reaching retirement is over taking the care and concerns of educated students. i am here as adjunct prof. i spent 22 years in the NAVY teaching people to survive, and protect. very ambitious goals. one must get truly involved with students, care for students and show them what they are heading into. and prepare. that is true of all classes...the learning outcome should be confidence in any area the student strives to pursue.
I know that our students struggle with the math portion of the MOGEA...possibly ability to use that data to strengthen/change what needs adjusting?
Allow students who cannot pass a paper-pencil test to show proficiency in other ways.
Change hour requirements
We need to have adjuncts working with a full-time faculty on Gen-Eds. Right now, we have adjuncts on all Gen-Eds and even some majors classes. It is tough to redesign or overhaul them when there is probably much variation within sections.
Reduce the required hours.
support for innovation, better grade of student
All students should be required to take a Religion course AND a Philosophy course. While other disciplines teach critical thinking, Philosophy's whole disciplinary raison d'etre is to teach and practice critical thinking. On religion: given the religious pluralism in the world today and the way that religious pluralism bears directly upon political questions, both foreign and domestic, we do our students - and our country, and our civilization - a real disservice if we do not train them to navigate this. We must remember that engaging in religious studies does not teach students how to be religious, but how to understand how religions work and influence individuals and societies.
The Gen Ed program should have a more purposed focus for both the student and faculty. "Upon completion of this degree program the student will be fully prepared to"
Quit recapping what was covered in high school.... demand higher standards.
Utilize technology.
I love the fact that faculty have been invited to submit "innovative" GE proposals. I would hope we can keep the strength and breadth of the requirements but -- through more varied options -- foster a better sense of academic exploration (rather than academic obligation) among our students.
Change hour requirements.
Reduce the number of Gen Ed hours, have advisors communicate the students the rationale for a gen ed program at a liberal arts school, connect gen-ed liberal arts classes with intro classes in the professional majors (eg. the 100-level course in Education or Business is directly tied to a class in history or English or the social sciences).
We should re-assess the GE distribution requirements so as to model our degrees after respectable institutions like the University of Dallas, Columbia College, University of Chicago, Boston College, Notre Dame, etc.; all of which are schools that harmonize humanities classes with professional, scientific, and technology learning. Our various schools should think more about their mutual importance to one another, rather than as competitors for "butts in seats" so as to justify their school's existence at the expense of the others. An overall reassessment of the GE structure that actually accords with Lindenwood's Mission Statement cannot but help improve our general education program at least, and the entire Lindenwood educational experience at most.
N/A
I believe a general education program must include a broad array of required courses across several disciplines. That's what general education means.
Reduce hours required.
I think more writing courses should be included. I think some kind of "life-skills" math course could be required. And finally, I think some of the history, social science, and science requirements could be eliminated.
I feel that if you would change the hour requirements would help more students look at the University as a new way to get a general education degree.
Reduce the required six credit hours of Literature to three and Science from seven credit hours to four (one science with a lab.) Make Media Literacy a Cross Cultural option in the general education program.
change hour requirements have courses specifically address SLO's
Less introductory courses taught by adjuncts - students seem less inclined to take those seriously. Greater flexibility in meeting Gen Ed requirements.
Be more flexible with the fact that more than one school may be able to teach a gen ed (i.e. Literature, History, etc.)
BA and BFA students should have 2 required math classes instead of just 1. Freshman Experience seems ineffective and boring for many students; perhaps should be condensed into an 8-week class.
A lot of what I would suggest we looking into. First lower the hours, more credits does not make a program more rigorous. Secondly, every GE category should have several options. World History is the worst of the offenders. Contemporary World, anthropology, archaeology, perhaps some international studies, ancient world--should all count for the requirement. As for innovative courses, sometimes just offering courses that deal with more interesting topics is enough to engage students. For example, United States history can be taught through the history of disease, popular culture, movies--stuff that is inherently interesting and can illuminate wider trends in US history. I don't think we need a whole lot of bells and whistles. The ability to easily make and offer courses that tap into the newer trends of our fields would be nice. We are moving that way and lots of people

are offering interesting special topics courses on both campuses, but why can't such courses be at the center of our GE or degree programs.

All of what you mention ... Incentivize perhaps the difficult work of team teaching and collaborating across disciplines

Change requirements to reflect standards elsewhere, but reinforce the existing offerings by increasing required writing assignments and show how disciplines relate to major course work directly

learning outcomes should include personal financial responsibility, personal ethics, and researching for truth vs. opinion.

Unknown

We could allow the students more flexibility to take courses that support their program of study (major)

Could be more supportive with innovative teaching strategies.

Out school is holding students responsible for gen ed courses in certification testing. Coordinating what is being taught in gen ed with the needs of these assessments would be helpful. Also stressing how to think across disciplines to solve problems using all available data.

the idea to me of the gen ed reqs always had been a way for the student to know what else is out there so that they can choose the right path for them, in addition to becoming a simply well rounded student. However, where is the class, seminar, anything that actually shows the students what path they are really on? So many students get through to the internship without realizing they did not like their current path, or don't know what else is being offered at the university...this could be added as a week to the FYE, however instead of a full class. I still think it should be offered. I believe it would turn in to a much higher retention rate.

Students need reinforcement of the importance of Gen Ed courses within their overall curriculum: the purpose of the courses is not always clear, and students often take courses (e.g., World Literature II) without understanding WHY they are there. A greater emphasis on Lindenwood's mission as a liberal arts institution should help to scaffold these required components, and that "framing" of the intellectual work we're doing and why we're doing it should take place in advising AND in the classroom.

A key piece for improving the Lindenwood general education program is improving the support for your part time (adjunct) faculty, who teach these courses.

I think, potentially adding more and variable courses that would meet general education requirements, but still engage students within their selected degree fields would make a more enjoyable general education experience for our students.

Focus on broad understanding of liberal arts--our heritage.

Because there is a group of students who enter without adequate background work, it could be useful to have an option the included coursework, skills training, and even personal growth work to prepare and support these students in growing in their academic capacity.

Add a developmental course for student success and degree planning to assist students in managing time for study.

Our mission statement on the website is four paragraphs and makes reference to a liberal arts education three times. Liberal arts, i.e. Gen Ed, are the cornerstone of the university, and I don't see an institutional problem in continuing Gen Ed requirements. Gen Ed should be strengthened rather than weakened.

"writing across the curriculum" more "flipped classrooms" and less lecture force students to go on information scavenger hunts rather than limit the course to information in a book encourage "thinking outside the box"

More practicums and allowing students to have first-hand experiences in the schools would benefit our program.

Perhaps ask faculty members to suggest these things on a semi-regular basis.

See comments in previous section.

Professors must be part of a unified department, whether they are adjuncts or not. What you see in successful universities is a sense of purpose--a reason that one learns this, and then this, and then this. At Lindenwood-Belleville, students are unable to make vital connections because we are not setting them up to make those connections.

none

offer cross-discipline courses. create some kind of end of the year assessment - writing ability, critical thinking, etc. Require a basic communication course.

The concept of cross cultural is not effective. Cross cultural should simply be non-US. It has two adverse assumptions: 1. US culture is homogeneous 2. All other cultures, even those of Western Europe, are substantially different enough. Cross-cultural should push students beyond the basic foundations of the Western tradition. This could be classes on African Americans or Native Americans in the US, but should not be courses that focus on Europe (particularly Western Europe), just as it does not allow for emphasis on the US. Culture and race, not geography, better determines what is cross-cultural, particularly in our globalizing world.

Team teaching or clustering courses around a similar theme and maybe have some offerings that are seminar style

As stated in last answer, possibly changing some clusters to two courses within the same time commitment.

I would suggest offering some more options for foreign languages, arts, etc. These courses are harder to find for students.

Provide for innovative course development.

Innovative teaching methods require more student and teacher interaction. Courses need to have open dialogue to engage students in their learning. Many instructors are dependent upon Power Points, instead of a Socratic approach.

Again, the pre-testing suggestion given above: "Post high school and before admission to LU, not all new students are aware of their deficiencies or the learning curve needed to correct them. If possible, both students and teachers should have greater knowledge of their current skill sets, perhaps through pre-testing that is then shared with both parties before actual course enrollment."

As described above, something like a thematic first year seminar (even 2 semesters?) focusing on reading, writing, and thinking/discussing should be made the heart of our liberal arts program. If this were structured such that incoming students would make their way through that experience with a stable cohort of fellow students, it could have social and retention value as well. Team-taught or interdisciplinary courses would go a long way toward fostering integration; if students don't know how two disciplines relate to each other, what better way to show them than to teach them in a way that explicitly demonstrates the links/overlaps between them? I think our traditional process of having GE categories defined primarily by subject content area is an idea whose time has passed, and would like to see "categories" that are defined by processes (e.g., critical thinking, cultural awareness) rather than by academic department.

To begin with, respect students' survey results on teacher evaluation and course evaluation, ignore everything else to evaluate a teacher / course. Next, ask this question to the students. Teachers are knowledgeable and sincere, but they are not the customers. So, why ask them to find out what is needed for the students?

Not a lot of emphasis on sciences compared to social sciences. Need to integrate more science related courses in their curriculum.

Lindenwood should provide support for innovative teaching strategies and increase the use of technology in the class rooms.

There is too much material for the students to adsorb, retain, and apply in the required time frame.

Accept fulfillment of gen ed requirements from local community colleges for students with associates degrees so they can proceed directly into their major coursework.

More instruction in the area of behavior management would help.

If we truly are going to "lead to the development of the WHOLE person".... build in 2 hours of required exercise sports and science courses. The University I taught at previously had some amazing courses that students were truly excited about. As a result our campus was healthier. Find a way to build in a bit more flexibility. Likely removing a lit class would help. Consider adding media literacy as a course. Consider adding a course on basic micro-applications and file-management. It saddens me to think that we assume our students know basic technologies simply because they grew up with them.

Student learning outcome.

na

Enforcement of good classroom behavior versus worrying about good evaluations. (being on time, no late assignments accepted, classroom etiquette enforced - instead of student entitlement prevailing (mostly freshman).

reducing hours will make us more competitive with other schools

Integrate course material into majors, especially writing and literature. Give fair deployment for team teaching and encourage it. Get student input into the revision of the gen ed curriculum.

We need administrative support for team taught courses and innovative ideas. Rather than punishing people who want to implement out of the box ideas, support them in making it happen. If people are afraid of low numbers or bad course evaluations, they will not be innovative. Make this an environment that supports risk taking.

More diverse options in each of categories.

In addition to those listed above, clarification and training could be provided on course development. Moreover, the importance of a liberal arts background could be better explained to professors and admissions counselors.

Each GE course must directly state the LU learning outcome it is targeting. All sections of that GE course must target the same learning outcome All Sections must have the same learning outcome assessment in the course. Innovative teaching and strategies are great - as long as the programs can accommodate the diversity of programs, delivery methods, terms and schools that LU has. Mandating that all students take certain courses, can create unintentional consequences.

Not treat Gen Eds as merely a requirement to get through. In advising, I think we need to urge students to understand why we have this curriculum (which, in part, means we need to understand for ourselves why we have this curriculum).

Conform to the standards set by the state universities. We really have no choice.

Build general education course designed for specific degrees.

provide support for innovative teaching strategies such as team-teaching -- reward this! Even if we have to teach 2 team taught classes for deployment purposes, offer some incentive because 2 team taught classes is more work than one taught individually. Need to open up the Gen Ed Committee more- -there seems to be bias in what courses are approved. Need to have more explicit conversations about need to reinforce gen Ed throughout curriculum and importance of paying attention to the outcomes when teaching Gen Ed courses -- don't just treat these as classes for the purpose of recruiting majors. and reward faculty who 'get it'

The most helpful to me would be to lower caps in courses. Having 25 rather than 30 students in a writing-intensive literature class would make it much more feasible for me to reach standard objectives.

Have one course for each of the major Liberal Arts areas (or maybe two for some like writing and research), then have each school assign GE courses as they see fit up to a certain number of credits that are required to be spread around beyond just their own school.

Increase writing and speaking requirements in GE courses, reduce number of courses required, allow for more schools to offer GE's, allow for interdisciplinary courses

Increase the flexibility of which courses "count" for a GE. Another option would be to "rotate topics". E.g., Concepts in Biology could be taught with a different focus, by different professors - foci on conservation, medicine, disease, etc.

Fewer mandatory courses and more interdisciplinary choices

Help students to see the connections between the Gen Ed courses and their major courses.

Offer interdisciplinary options Allow participation in performance courses, such as dance and music ensembles for a fine arts credit

N/A

Offer more choices for classes. Use terminology that is more practical.

The writing courses should be reorganized to allow the better writers to take one course from the English department and one from another discipline. I object to adding an additional writing courses. Writing is best taught when there is material to write about other than the professor's favorite topic of the day. If you want two Literature courses, which I am fine with, make one the content for the two writing courses and then one when the students have completed the writing sequence.

An objective and critical evaluation of the entire program of general education based upon the needs of students in the 21st century.

I think it would be good to benchmark what some other universities have done with this. This is not an uncommon problem/issue and we could get some innovative ideas from seeing what other schools have done. What is our assessment data with regard to the general education core telling us?

42 credit hour requirement. More flexibility in the general categories. Not every course transferred to LU needs to be taught at LU to count. Administrative support (money and time) for innovative teaching opportunities.

Writing course emphasizing APA style

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	145