ILO-1 Lindenwood graduates have broad, integrative, and specialized knowledge. The extent to which Lindenwood graduates have broad, integrative, and specialized knowledge is measured by cumulative component outcome performance.

1.1 Human Cultures and the Physical and Natural World
Lindenwood undergraduate students understand human cultures and the physical and natural world.

Criteria for Outcome Assessment
Student performance data from cumulative course or co-curricular assignments that reflect deliberate instructional effort to develop understanding in the following areas:

1.1.1 Natural Sciences—scientific concepts and/or methods of scientific inquiry
1.1.2 Mathematics/Numeracy—mathematical concepts, problem solving, and/or connections
1.1.3 Social Sciences—accepted theories and/or concepts in the designated field
1.1.4 Literature—literary elements, including style, tone, genre, mode, plot, character, and theme
1.1.5 Philosophy—philosophical works, perspectives, questions, and/or traditions
1.1.6 Religion—religious perspectives and/or traditions
1.1.7 US History and Government—historical and/or political perspectives about the United States
1.1.8 World History—world history since 1500, including change over time, causation, context, and/or the roles of contingency and complexity
1.1.9 Foreign Language—language, traditions, histories, and/or literary texts specific to the culture being studied
1.1.10 Foreign Culture—aesthetic, political, economic, religious, social, and/or historical traditions of non-United States cultures
1.1.11 Arts—artistic techniques, processes, principles, forms, structures, functions, traditions, histories, and/or relationships
1.1.12 Communications—communicative techniques, processes, principles, forms, structures, functions, traditions, histories, and/or relationships
1.2 Integrated Perspectives
Lindenwood graduates have integrated perspectives.

Definition
[Integrated Perspectives] is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Criteria for Outcome Assessment
Student performance data from course or co-curricular assignments that reflect deliberate instructional effort to develop integrated perspectives in one or more of the following dimensions:

- Connections to Experience
- Connections to Discipline
- Transfer
- Integrated Communication
- Reflection and Self-Assessment

Rubric
AACU VALUE Rubric: Integrative Learning

1.3 Specialized Knowledge
Lindenwood graduates have specialized knowledge.

Definition
Understanding of the central concepts, tools of inquiry, and structures of the discipline.

Criteria for Outcome Assessment
Data from collaborative program assessment; program assessment plans and reports.

ILO-2 Lindenwood graduates have effective habits of mind.
The extent to which a Lindenwood graduates have effective habits of mind is measured by cumulative component outcome performance.

2.1 Ethical Reasoning
Lindenwood graduates can reason ethically.

Definition
Ethical Reasoning is a habit of mind demonstrated by analyzing, interpreting, and/or evaluating ethical values, issues, and/or dilemmas. Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice
ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Criteria for Outcome Assessment
Student performance data from course or co-curricular assignments that reflect deliberate instructional effort to develop ethical reasoning in one or more of the following dimensions:

- Ethical Self-Awareness
- Understanding Different Ethical Perspectives/Concepts
- Ethical Issue Recognition
- Application of Ethical Perspectives/Concepts
- Evaluation of Different Ethical Perspectives/Concepts

Rubric
AACU VALUE Rubric: Ethical Reasoning

2.2 Adaptive Thinking
*Lindenwood graduates can think adaptively.*

Definition
Adaptive Thinking is a habit of mind demonstrated by applying information to new situations, making connections between ideas, and/or knowing when, why, and how to use different thought processes to accomplish different tasks.²

Criteria for Outcome Assessment
Student performance data from course or co-curricular assignments that reflect deliberate instructional effort to develop adaptive thinking in one or more of the following dimensions:

- Explanation of Issues
- Connections
- Transfer
- Synthesizing and Adapting
- Reflection

Rubric
Lindenwood Rubric: Adaptive Thinking

2.3 Critical Thinking
*Lindenwood graduates can think critically.*

Definition
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Criteria for Outcome Assessment
Student performance data from course or co-curricular assignments that reflect *deliberate instructional effort* to develop critical thinking in one or more of the following dimensions:

- Explanation of Issues
- Evidence
- Influence of Context and Assumptions
- Student’s Position (Perspective, Thesis/Hypothesis)
- Conclusion and Related Outcomes (Implications and Consequences)

Rubric
AACU VALUE Rubric: Critical Thinking

ILO-2.4 Innovative Thinking
*Lindenwood graduates can think innovatively.*

**Definition**
[Innovative] thinking is [a habit of mind demonstrated by] both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

**Criteria for Outcome Assessment**
Student performance data from course or co-curricular assignments that reflect *deliberate instructional effort* to develop innovative thinking in one or more of the following dimensions:

- Acquiring Competencies
- Taking Risks
- Solving Problems
- Embracing Contradictions
- Innovative Thinking
- Connecting, Synthesizing, Transforming

Rubric
AACU VALUE Rubric: Creative Thinking

ILO-2.5 Diverse Perspectives
*Lindenwood graduates can apply diverse perspectives.*

**Definition**
Diverse Perspectives is a habit of mind demonstrated by considering ethnicity, religion, culture, class, race, gender, age, sexuality, and/or ability within the context of a subject, topic, question, challenge, problem, opportunity, etc.

**Criteria for Outcome Assessment**
Student performance data from course or co-curricular assignments that reflect *deliberate instructional effort* to develop diverse perspectives in one or more of the following dimensions:
• Cultural Diversity
• Knowledge of Cultural Worldviews
• Cultural and Historical Empathy
• Cultural Openness
• Cultural Constructions

Rubric
Lindenwood Rubric: Diverse Perspectives

ILO-2.6 Civic Responsibility
Lindenwood graduates can apply principles of responsible citizenship.

Definition
Civic Responsibility is a habit of mind demonstrated by exercising responsible citizenship, promoting the quality of life in a community through political or nonpolitical processes, comparing personal and public concerns, and/or respecting the views or rights of others.

Criteria for Outcome Assessment
Student performance data from course or co-curricular assignments that reflect deliberate instructional effort to develop civic responsibility in one or more of the following dimensions:

• Civic Knowledge
• Civic Engagement
• Promoting the quality of life in a community through political or nonpolitical processes
• Comparing personal and public concerns
• Respecting the views or rights of others

Rubric
Lindenwood Rubric: Civic Responsibility

ILO-3 Lindenwood graduates have communicative fluency.
The extent to which a Lindenwood graduate has communicative fluency is measured by cumulative component outcome performance.

ILO-3.1 Written Communications
Lindenwood graduates are effective writers.

Definition
The ability to produce clear and coherent written communications in which the development, organization, and style are appropriate to task, purpose, and audience.

Criteria for Outcome Assessment
Student performance data from course or co-curricular assignments that reflect deliberate instructional effort to develop interdisciplinary or disciplinary writing skill in one or more of the following dimensions:
ILO-3.2 Spoken Communications
*Lindenwood graduates are effective speakers.*

**Definition**
The ability to produce clear and coherent spoken communications in which the development, organization, and style are appropriate to task, purpose, and audience.

**Criteria for Outcome Assessment**
Student performance data from course or co-curricular assignments that reflect deliberate instructional effort to develop interdisciplinary or disciplinary speaking skill in one or more of the following dimensions:

- Organization
- Language
- Delivery
- Supporting Material
- Central Message

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ILO-3.3 Digital Communications
*Lindenwood graduates can communicate effectively and ethically in a digitally connected world.*

**Definition**
The ability to produce content that communicates ideas effectively and ethically within the shifting multi-platform, multi-device, and multi-distribution digital landscape.

**Criteria for Outcome Assessment**
Student performance data from course or co-curricular assignments that reflect deliberate instructional effort to develop digital communication skill in one or more of the following dimensions:

- Determine the Extent of Information Needed
- Access the Needed Information
- Evaluate Information and its Sources Critically
- Use Information Effectively to Accomplish a Specific Purpose
• Access and Use Information Ethically and Legally

Rubric
AACU VALUE Rubric: Information Literacy

ILO-3.4 Quantitative Representations
*Lindenwood graduates can support communications with quantitative evidence.*

**Definition**
The ability to produce sophisticated arguments supported by quantitative evidence in appropriate format(s) (e.g., words, tables, graphs, mathematical equations, etc.).

**Criteria for Outcome Assessment**
Student performance data from course or co-curricular assignments that reflect *deliberate instructional effort* to develop quantitative representation skill in one or more of the following dimensions:

- Interpretation
- Representation
- Calculation
- Application/Analysis
- Assumptions
- Communication

Rubric
AACU VALUE Rubric: Quantitative Literacy

ILO-4 Lindenwood graduates have effective problem-solving skills.
The extent to which Lindenwood graduates have effective problem-solving skills is measured by cumulative component outcome performance.

ILO-4.1 Strategy
*Lindenwood graduates can solve problems strategically.*

**Definition**
Problem solving is the process of designing, implementing, and evaluating a strategy to answer an open-ended question or achieve a desired goal.

**Criteria for Outcome Assessment**
Student performance data from course or co-curricular assignments that reflect *deliberate instructional effort* to develop strategic problem solving skill in one or more of the following dimensions:

- Define Problem
- Identify Strategies
- Propose Solutions/Hypotheses
- Evaluate Potential Solutions
- Implement Solution
- Evaluate Outcome
If an assignment does not meet one or more of these criteria, outcomes should not be reported.

**Supporting Rubric for Selecting Assignments**
AACU VALUE Rubric: Problem Solving

**ILO-4.2 Collaboration**
*Lindenwood graduates can solve problems collaboratively.*

**Definition**
The ability to mobilize or work with others to solve a real-world challenge.

**Criteria for Outcome Assessment**
Student performance data from course or co-curricular assignments that reflect *deliberate instructional effort* to develop collaborative problem solving skill in one or more of the following dimensions:

- Contributes to Team
- Facilitates the Contributions of Team Members
- Individual Contributions Outside of Team
- Fosters Constructive Team Climate
- Responds to Conflict

**Rubric**
AACU VALUE Rubric: Teamwork