

## FOCUS ON CIVIC RESPONSIBILITY

### General Education Assessment at Lindenwood

General education assessment is a key measure of institutional effectiveness because it helps an institution substantiate broad claims it makes about student learning. For example, Lindenwood's Institutional Learning Outcome 2.6 asserts that "Lindenwood graduates can apply principles of responsible citizenship." General education assessment provides one way to illuminate this claim by assessing how well students are achieving this outcome during their general education program. Importantly, general education assessment provides actionable insight toward continuous improvement, because it shows us where student learning needs to improve in order to achieve our learning goal.

Lindenwood University has four institutional learning outcomes (ILOs), each with multiple components. Lindenwood students develop and demonstrate these ILOs through general education coursework, within their majors, and by participating in co-curricular experiences. All general education courses are mapped to at least two ILO components, and at least one assignment within each course is identified by the instructor for institutional assessment purposes.

2016

The ILOs are approved, and a new general education assessment process is piloted within Canvas.

2017

The general education assessment pilot is rolled out to all general education courses.

2018

Key performance indicators are developed, and assessment occurs in all general education courses by the respective course instructor.

2019

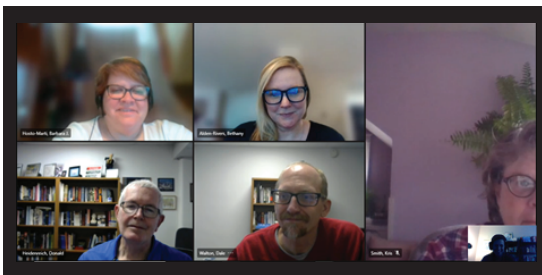
A Community of Practice model is introduced to provide a focused approach and to improve the reliability of the assessment data.  
**Focus for Fall 2019:  
Written Communication (ILO 3.1)**

2020

The Community of Practice approach from Fall 2019 is replicated to assess Spoken Communication (ILO 3.2) in Spring 2020 and Diverse Perspectives (ILO 2.5) in Fall 2020.

2021

A Community of Practice model continues with examining artifacts focusing on ILO 2.6



Community of Practice for Civic Responsibility Rubric Workshop  
ILO 2.6 Rubric Workshop (pictured left to right, top row, bottom row: Barbara Hosto-Marti, Bethany Alden-Rivers, Kris Smith, Donald Heidenreich, Dale Walton, Robyne Elder)

### Community of Practice Model of Assessment

A community of practice is a group who has a collective interest in and desire for improvement. This approach to assessment enhances the validity of assessment data, builds an advocacy network across campus, and aligns with national best practices for general education assessment. Four communities of practice have been formed since Fall 2019: 1) ILO 3.1: Written Communication; 2) ILO 3.2: Spoken Communication; 3) ILO 2.5: Diverse Perspectives; and 4) ILO 2.6: Civic Responsibility.

### Community of Practice for Civic Responsibility

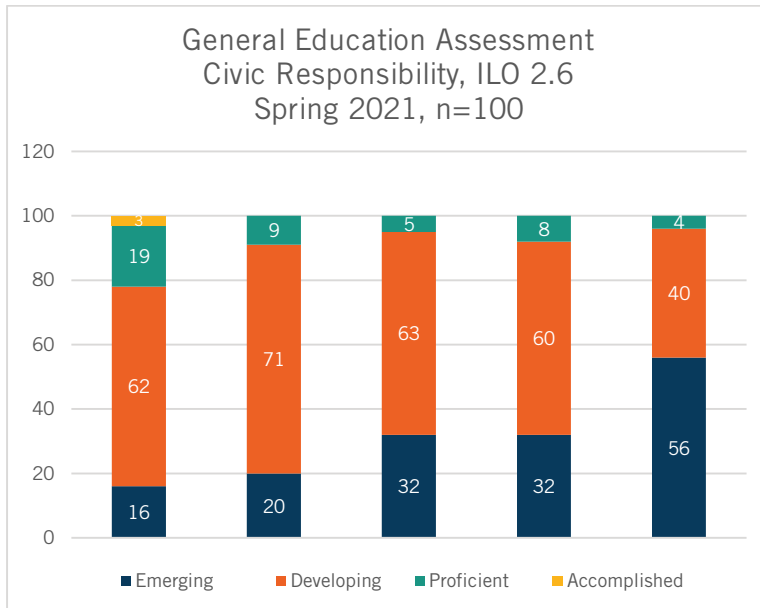
Planning session (right); pictured in order from left to right, top row, then middle, then bottom

Lisa Jacob, Student Advisor, School of Arts, Media, and Communication  
Lynda Leavitt, Professor, Educational Leadership  
Graham Weir, Professor, Educational Leadership  
Emilie Johnson, Professor, Teacher Education  
Tammy Moore, Certification Officer/Assistant Director, School of Education Assessment  
Jill Hutcheson, Professor, Teacher Education  
Barbara Hosto-Marti, Assistant Professor, Political Science  
Christine Hannar, Registrar, Academic Services  
Sherrie Wisdom, Professor, Educational Leadership  
Robyne Elder, Director of General Education Assessment



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Results



Criterion 1-5: 1. Diversity of Communities & Cultures 2. Analysis of Knowledge 3. Civic Identity & Commitment 4. Civic Communication 5. Civic Action & Reflection

Methodology

The Sample

A stratified random sample of 103 artifacts from Political Science (PS15500) and History (HIST11300) courses (Fall 2020) were collected from Canvas. Of these, three were used for norming and 100 were used for scoring.

The Rubric

During a workshop in March, faculty from Political Science and History courses adapted the VALUE Rubric for Civic Engagement for ILO 2.6 Civic Responsibility. The revised rubric uses a four-point scale to score five criteria. Further revisions were made after gathering feedback from the Community of Practice for Civic Responsibility. All community of practice rubrics can be accessed on the Lindenwood University General Education website.

The Data

Each artifact was scored by two different members of the Community of Practice using the new rubric. In 29% of the cases, the gap between the scores was greater than one so a third member was used.

CLOSING THE LOOP

Broad Themes from Data Workshops

- 1. Difficult to score artifacts based on the rubric, as many assignments did not fit criteria (“like trying to fit square pegs in a round hole”).
- 2. Many criteria did not fit with the assignment, and responses lacked reflection and action.
- 3. Many artifacts showed awareness of varying attitudes and beliefs, as assessed in Criterion 1: Diversity of Communities and Cultures, but did not involve action or strategies to further civic responsibility, as assessed in other criterion.
- 4. The rubric was revised from the original AAC&U rubric for freshman to achieve at the Emerging level, sophomores, at the Developing level, juniors at the Proficient level, and seniors at the Accomplished level.
- 5. Signature assignments could benefit courses, where instructors design an assignment based on the rubric to assess the ILO.
- 6. Criterion 5: Civic Communication could improve by imbedding skills through the program, more focused on assignments involving community action leadership activities.
- 7. Action should be defined for the rubric, as this could mean active in the community or leading online initiatives, for example.

Contact

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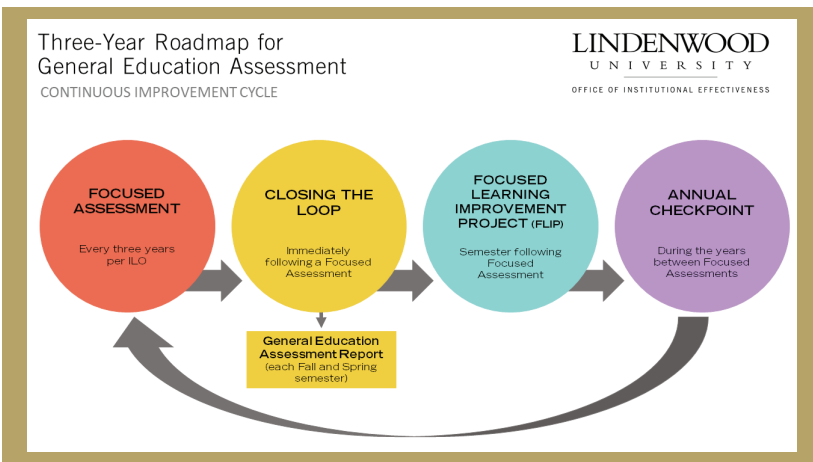
What's Next?

- 1 The Community of Practice for Diverse Perspectives will score upper- division (300 or 400 level coursework) student artifacts in Fall 2021.
- 2 Results from civic responsibility assessment will inform “The Year of the Responsible Citizen,” a 2020-2021 project that focuses on assessing and improving student learning toward ILO 2.5 and 2.6.
- 3 Working with campus partners, an action plan will be developed to address the themes that emerged from the April 2021 data workshops.

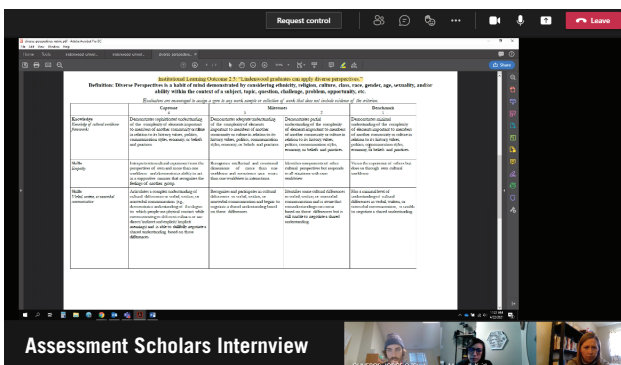
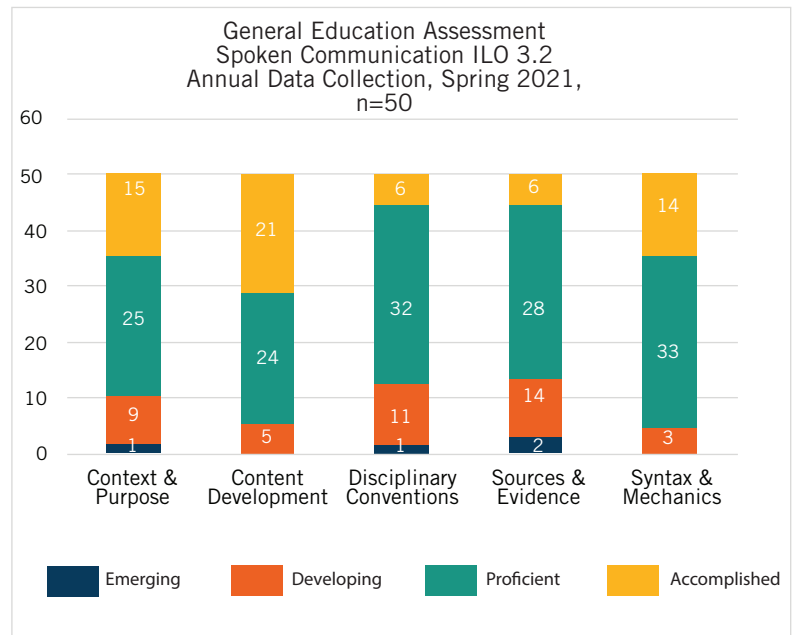
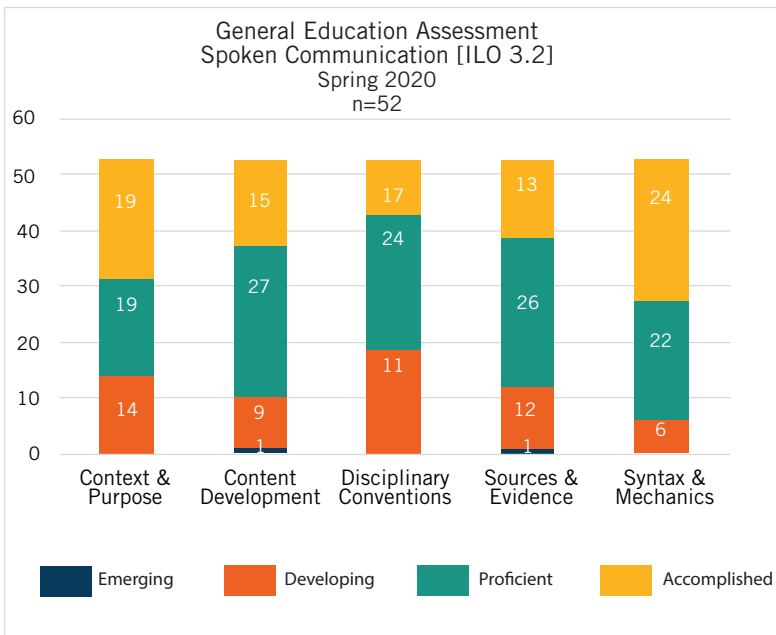
ANNUAL DATA COLLECTION FOR SPOKEN COMMUNICATION 3.2

Lindenwood's Three-Year Roadmap for General Education Assessment calls for annual checkpoints for each ILO (see Figure 1).

The purpose of the Annual Checkpoint is twofold: 1) to maintain the cohesiveness of the Community of Practice and 2) to collect assessment data for comparison with the Focused Assessment data from the previous year.



In April, many participants from the Community of Practice for Spoken Communication were able to score artifacts for an annual data collection for ILO 3.2. Fifty artifacts were scored by two members of the community. In 16% of the cases, a gap between the scores was greater than one so a third rater was used.



**STUDENTS AS PARTNERS IN RUBRIC DEVELOPMENT**

Director of General Education Assessment, Robyne Elder, and Administrative Assistant II for the Office of the Provost and Institutional Effectiveness, met with Assessment Scholar, Jorge Oliveros in April. He shared feedback on the Communities of Practice rubrics and roadmap for assessment.

**Broad Themes from the Interview**

1. Suggestion to offer concise initial evaluation comparing growth throughout each student's program and at completion would be a great way to add value to their experience.
2. Validation of the rubric content/language and emphasis on what matters, clarifying that these assessment tools make sense.
3. Expressed a great point of the importance of consistency in evaluation for all students.
4. General Education Assessment should communicate roadmap, rubrics, and reports with students frequently so they are aware of assessment practices and can share feedback.