

FOCUS ON DIVERSE PERSPECTIVES

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 2.5 asserts that "Lindenwood graduates can apply diverse perspectives." 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

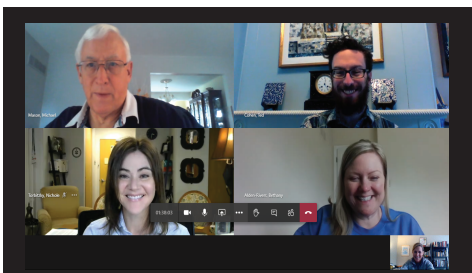
Key performance indicators are developed, and assessment occurs in all general education courses by the respective course instructor.

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.



ILO 2.5 Rubric Workshop (Michael Mason, Ted Cohen, Nichole Trobitzky, Bethany Alden-Rivers, and 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. Three communities of practice have been formed since Fall 2019: 1) ILO 3.1: Written Communication; 2) ILO 3.2: Spoken Communication; and 3) ILO 2.5: Diverse Perspectives.

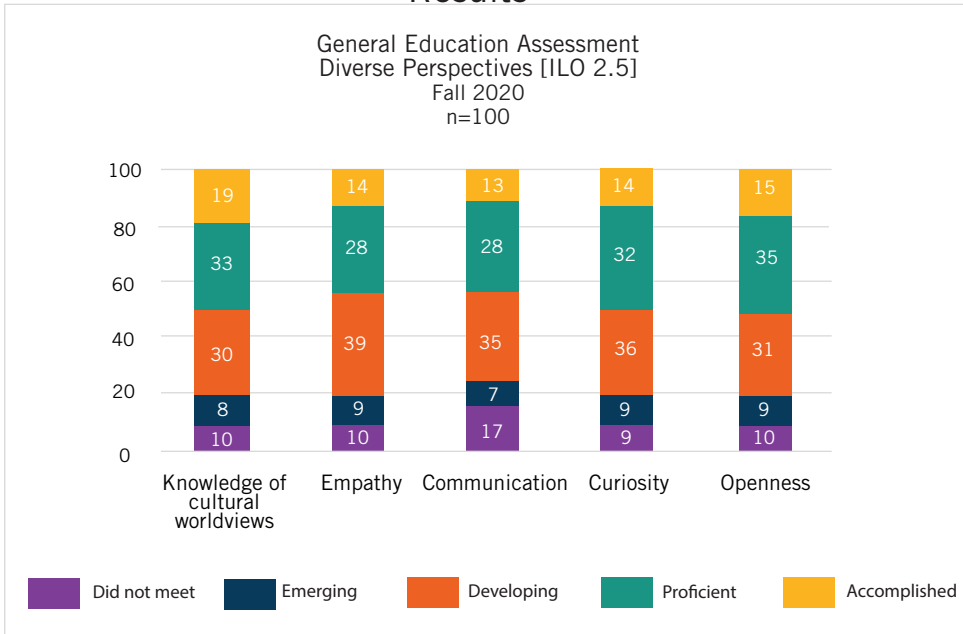
Community of Practice for Diverse Perspectives

Robyne Elder, Director of General Education Assessment
Bethany Alden-Rivers, Associate VP, Institutional Effectiveness
Melissa Elmes, Assistant Professor, English
Melissa Qualls, Associate Professor, English
Emilie Johnson, Professor, Teacher Education
Ted Cohen, Associate Professor, History
Jen Spellazza, Coordinator, Center for Diversity and Inclusion
Michiko Nohara-LeClair, Senior Professor, Psychology
James Hutson, Professor, Art and Design
Jeanie Thies, Professor, Political Science
Mitch Nasser, Assistant Professor, Educational Leadership
Ben Cooper, Associate Professor, English
Billi Patzius, Professor, Criminal Justice
Casey Whalen, Senior Analyst, Research and Evaluation
Nichole Trobitzky, Assistant Professor, Religion
Chrissy Sachs, Advisor, Student Success and Recruitment
Sue Edele, Director, Writing Center
Dan Sweeney, Associate Professor, Sports Management
Annie Alameda, Professor, Physical Education
Graham Weir, Professor, Educational Leadership



FOCUS ON DIVERSE PERSPECTIVES

Results



Methodology

The Sample

A stratified random sample of 103 artifacts from World Religion and World History courses (Spring 2020) was collected from Canvas. Of these, three were used for norming and 100 were used for scoring. Therefore, 52 were used for the study.

The Rubric

During a workshop in October, faculty from World Religion and World History courses adapted the VALUE Rubrics for Global Learning and Intercultural Knowledge and Competence. The revised rubric uses a four-point scale to score five criteria.

The Data

Each artifact was scored by two different members of the Community of Practice using the new rubric. In 43% 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

- Challenging to separate the quality of writing from the criteria of Diverse Perspectives (i.e., when writing was weak, it was difficult to score)
- Difficult to score some of the criteria such as curiosity and empathy; there was discussion on evaluating these as soft skills versus hard skills as seen in spoken and written communication.
- Evaluating ILO 2.5 appeared to be evaluating habits of mind as opposed to skills.
- Could be beneficial to incorporate diverse perspectives into other ILOs as well as continue to evaluate it as its own ILO
- Certain artifacts seem to align to this ILO more effectively than others. There was discussion of an assignment such as a reflective piece could be more effective for speaking to Diverse Perspectives.
- Criterion 3 (verbal, written, or nonwritten communication) is difficult to evaluate; possible change in language on rubric or more reflective pieces could help with this as well.
- Possible change in rubric language for Criterion 2 from Empathy to Perspective Taking
- Criterion 1 (knowledge of cultural worldview) and 5 (openness) seem to connect when scoring artifacts.

Contact

Dr. Robyne Elder, Director of General Education Assessment
Office of Institutional Effectiveness
relder@lindenwood.edu



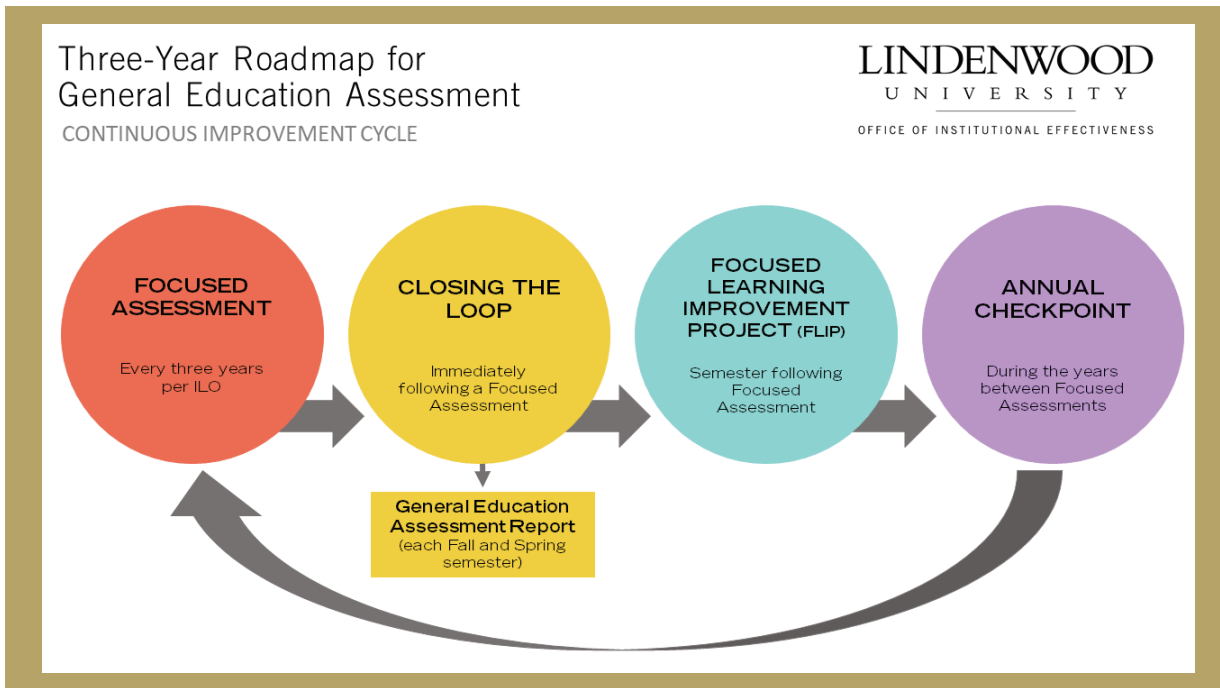
What's Next?

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

ANNUAL CHECKPOINT: WRITTEN COMMUNICATIONS

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 Fall 2020, the Community of Practice for Written Communications carried out an Annual Checkpoint for ILO 3.1.

