

# STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

FALL 2022

LINDENWOOD  
UNIVERSITY

## FOCUS ON WRITTEN COMMUNICATION IN THE YEAR OF THE EFFECTIVE COMMUNICATOR

### 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 through establishing high-quality outcomes across important domains of student educational experiences and carefully analyzing relevant student work. For example, Lindenwood's Institutional Learning Outcome 3.1 asserts that "Lindenwood graduates are effective writers."

Lindenwood University recently adopted Graduate Attributes to replace the Institutional Learning Outcomes and will begin implementing them in Spring 2023. Many of the attributes were discussed in the Communities of Practice discussions this semester. The attribute of Effective Communicator was discussed in the Community of Practice for Written Communication. This community first met as a pilot in Fall 2019 and has scored artifacts each year for annual data collections. This gathering three years after the pilot focused on the graduate attribute of Effective Communicator as well as artifacts from courses with embedded writing center and librarian service specialists. These embedded courses were the [Focused Learning Improvement Project \(FLIP\)](#) created in the Spring of 2020. Other communities also gathered this semester for annual data collection and to discuss alignment to graduate attributes. Analytical Thinker was discussed in the Community of Practice for Critical Thinking and Global Advocate in the Community of Practice for Diverse Perspectives. Alignment with current rubrics, insights on the attributes, and feedback were gathered as more work continues with the General Education Taskforce and the Graduate Attribute Alignment and Assessment Committee.



### 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. **Six 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;
- 4 ILO 2.6: Civic Responsibility;
- 5 ILO 2.3: Critical Thinking; and
- 6 ILO 2.2: Adaptive Thinking.



### Community of Practice for Written Communication

Robyne Elder, Head of Academic Effectiveness  
Liz MacDonald, Director, Library Services  
Lauren McCoy, Assistant Professor, English  
Aaron Shilling, Analyst, Institutional Research

Sue Edele, Associate Professor, English  
Josh Neely, Assistant Professor, Biology  
Elizabeth Fleitz, Professor, English  
Pete Smith, Instructor, Nursing

Lynda Leavitt, Professor, Educational Leadership  
Laura Wehmer-Callahan, Senior Instructor, English  
Leah Rosenmiller, Manager, References Services, Library Services  
Lisa Young, Manager, Access Services, Library Services

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## FOCUS ON WRITTEN COMMUNICATION

### Methodology

#### Lower Division Courses: Sample

In November, the Community of Practice reconvened to score lower-division and upper-division courses with embedded library and writing center services. A population of 120 artifacts were sampled from ENGL 17000 and HIST 11900. A stratified sample of 60 artifacts were scored by two community members, however, three were used for norming purposes. For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one 14% for Criteria 1; 5% for Criteria 2; 16% for Criteria 3; 12% for Criteria 4; 14% for Criteria 5. All artifacts scored with a gap greater than one were scored by a third rater.

#### Upper Division Courses: Sample

A population of 42 artifacts were sampled from HIST 30200, PSY 40400, and PSY 33100 with 36 artifacts scored by two members of the community. As stated above, all courses sampled included embedded library and writing center services. For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one 19% for Criteria 1; 14% for Criteria 2; 14% for Criteria 3; 19% for Criteria 4; 0% for Criteria 5. All artifacts scored with a gap greater than one were scored by a third rater.

#### Non-Embedded Courses: Results

In order to have a control variable and gather themes as a contrast, the community also scored a small group of non-embedded courses that also had high DFW rates. A population of 34 artifacts were taken from a variety of courses in the current semester (Fall 2022), with a purposive sample of 10 used for scoring. However, the results are not shown in the report due to the low sample size of 10 artifacts and the varying semesters.

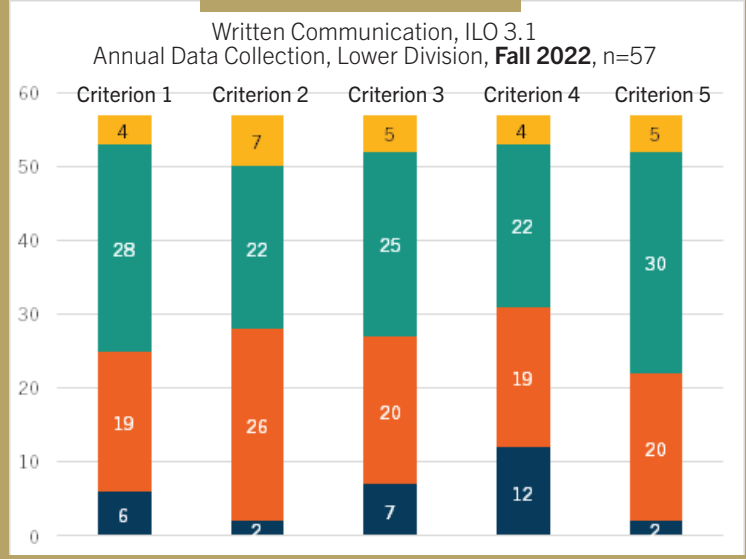
#### The Rubric

During a workshop in October 2019, faculty from the English Department adapted the VALUE Rubric for Written Communication. The revised rubric uses a four-point scale to score five criteria.

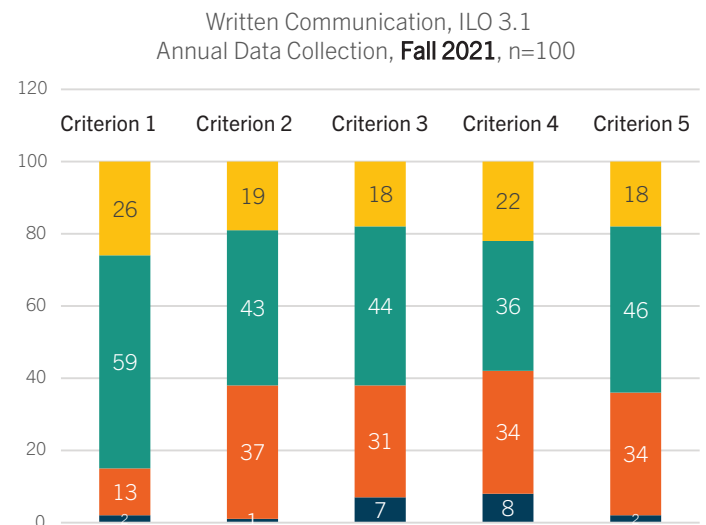
**Criterion 1-5:** 1. Context & Purpose 2. Content Development 3. Disciplinary Conventions 4. Sources & Evidence 5. Syntax & Mechanics

**Results:** Emerging (Dark Blue) Developing (Orange) Proficient (Teal) Accomplished (Yellow)

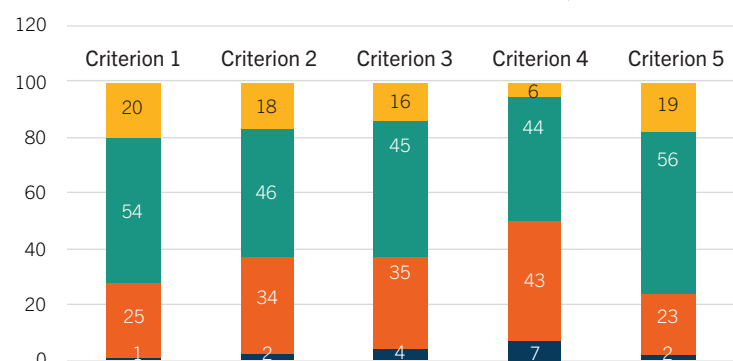
### Fall 2022 Results



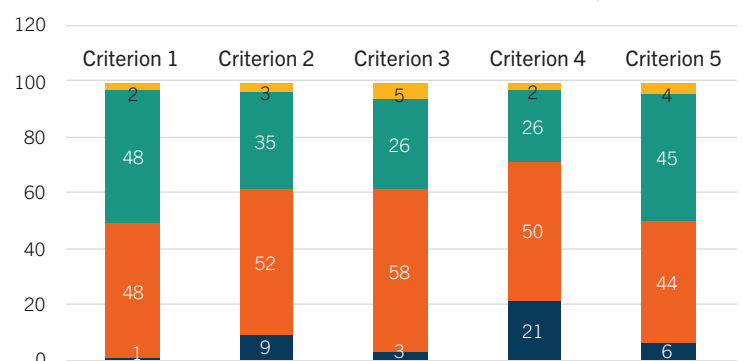
### Compare Prior Year Results



General Education Assessment  
Written Communication [ILO 3.1] **Fall 2020**, n=100



General Education Assessment  
Written Communication [ILO 3.1] **Fall 2019**, n=99



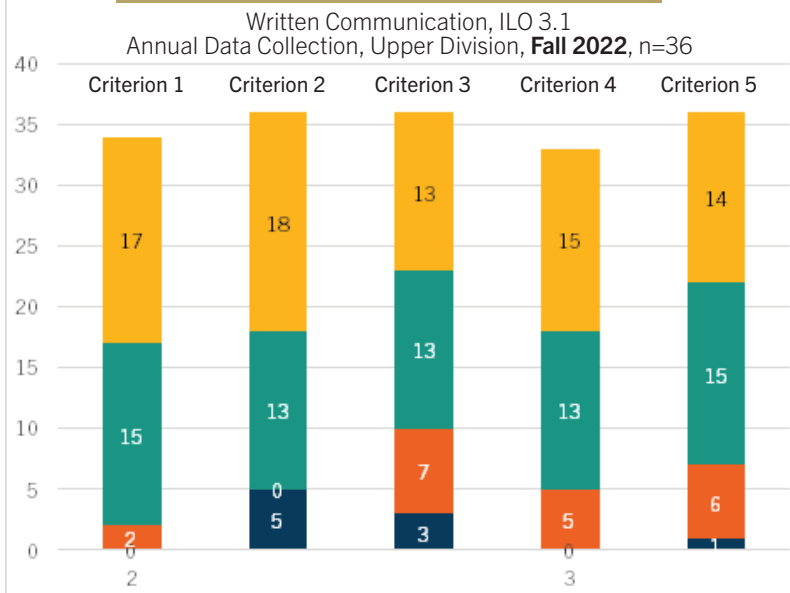
# STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

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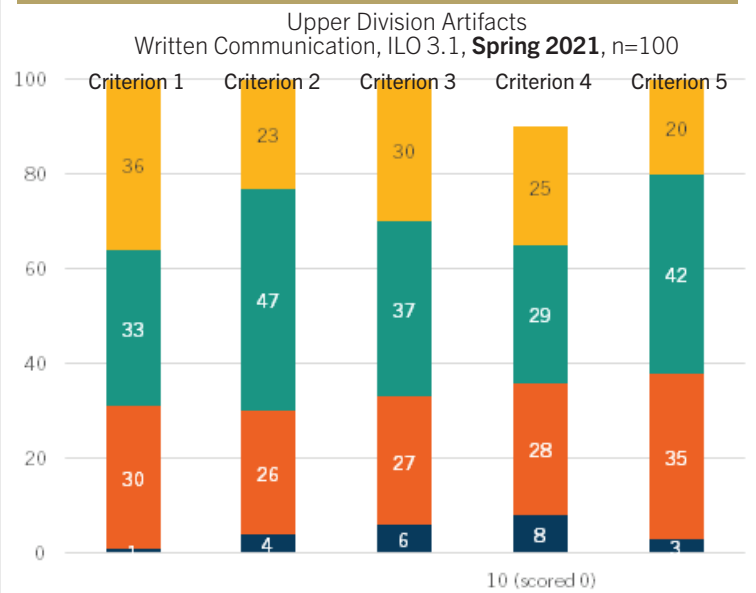
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## FOCUS ON WRITTEN COMMUNICATION (CONTINUED)

### Fall 2022 Upper Division Results



### Compare Prior Year Upper Division Results



Criterion 1-5: 1. Context & Purpose 2. Content Development 3. Disciplinary Conventions 4. Sources & Evidence 5. Syntax & Mechanics

Results: Emerging Developing Proficient Accomplished

## CLOSING THE LOOP

### Broad Themes from Data Workshops

- 1 Many papers were well-written and showed clear purpose, content development, and proper use of sources and evidence.
- 2 Other artifacts did struggle with focus, cohesion, and connection of thought. A need to improve academic and professional language as opposed to casual language as well.
- 3 Students seemed to excel with content development and struggle with sources and evidence and control of syntax and mechanics.
- 4 Certain assignment types aligned better with the rubric than others, specifically for source requirements. Would benefit from sharing this rubric with all instructors and making sure sources and evidence requirements are clear as many artifacts did not follow a specific format (MLA, APA, etc.) and references and citations were inconsistent.
- 5 The longer the assignment, the clearer it was to assess which aligns with past themes from communities of practice.
- 6 Further, artifacts showing where the assignment is clear (focused, research-based), scored higher than those with less direction.
- 7 A need for more credible sources from academic publications. Some artifacts included evidence from experience or popular mediums which made it more difficult to score.
- 8 Benefitted from scoring non-embedded artifacts but needed a larger sample.

### What's Next?

- 1 The CoP for Written Communication will evolve into the CoP for Effective Communication which will meet in Spring 2023 to begin assessing this Graduate Attribute.
- 2 Results from written communication assessment inform "The Year of the Effective Communicator," a 2022-2023 project that focuses on assessing and improving student learning toward ILO 3.1 and the graduate attribute of Effective Communicator.
- 3 Working with campus partners, an action plan will be developed to address the themes that emerged from the November 2022 data workshops.

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## ANNUAL DATA COLLECTION FOR DIVERSE PERSPECTIVES

### Reconvening of Communities of Practice: Diverse Perspectives & Critical Thinking



In November, participants from the Community of Practice for Diverse Perspectives were able to reconvene and bring food representing their culture! They discussed the graduate attribute of Global Advocate, and score artifacts for an annual data collection for ILO 2.5. This data collection aligned with [Diverse Perspectives FLIP](#), which focused on Implementing Signature Assignments in courses to improve outcomes, specifically incorporating more reflection and focusing on Criterion 2, Empathy (Perspective Taking). This FLIP was promoted through signature assignment and graduate attribute workshops offered through the Lindenwood Learning Academy throughout the Spring and Fall 2022 semesters. Further, signature assignments are incorporated in the new [Three-Year Road Map Assessment Plan](#). A population of 130 artifacts were sampled from PHRL 22000, PHRL 11600, ANT 11200, and HIST 10100. Eighty-three artifacts were selected for scoring by two members of the community with 3 of those used for norming purposes. For inter-rater reliability per criteria, we showed a percentage of a gap greater than one 4% for Criteria 1; 8% for Criteria 2; 10% for Criteria 3; 19% for Criteria 4; 16% for Criteria 5. All artifacts scored with a gap greater than one were scored by a third rater.

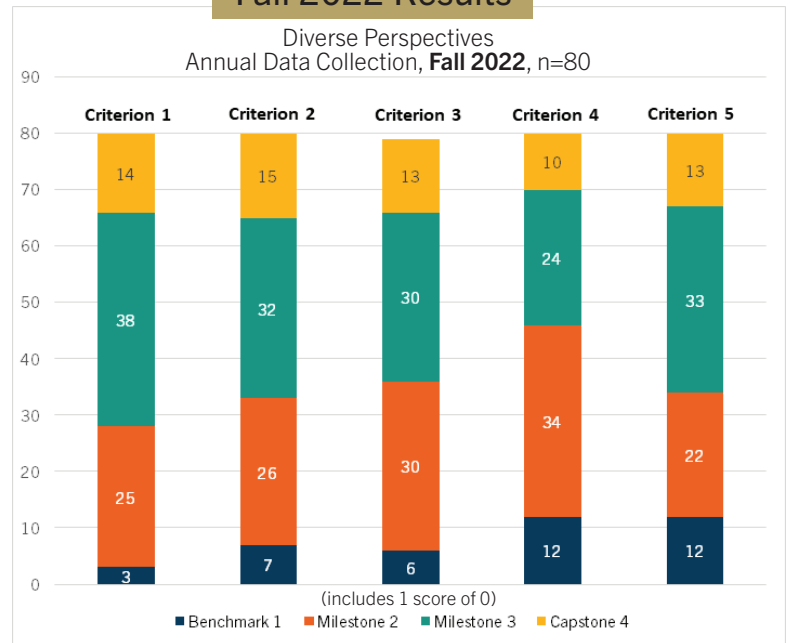


Community of Practice for Diverse Perspectives

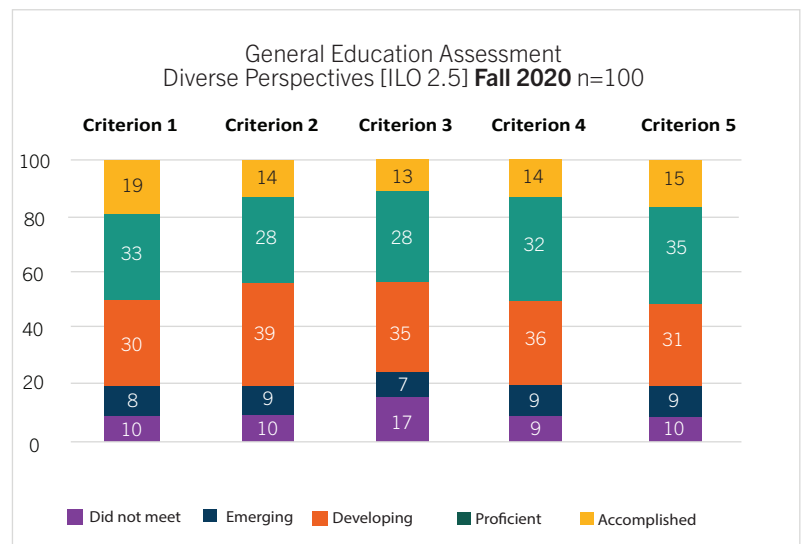
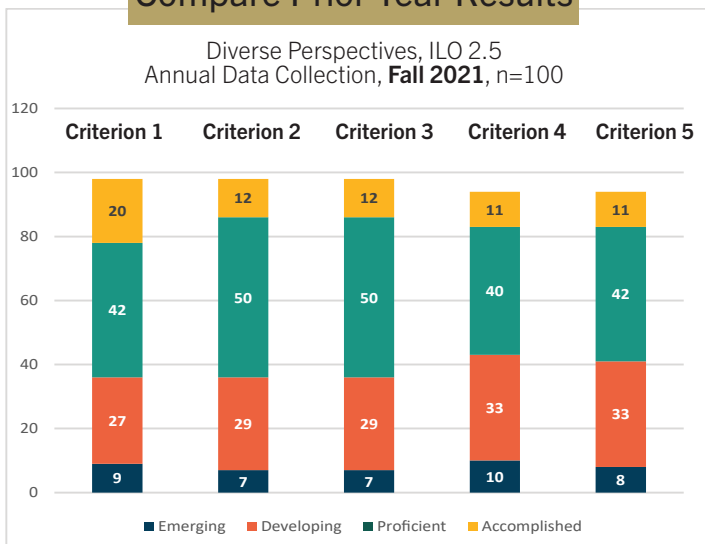
#### Criterion 1-5:

- 1. Knowledge of cultural worldview frameworks
- 2. Skills: Cultural and Historical Empathy
- 3. Skills: Articulation of one's position
- 4. Attitudes: Curiosity
- 5. Attitudes: Openness

### Fall 2022 Results



### Compare Prior Year Results



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## ANNUAL DATA COLLECTION FOR CIVIC RESPONSIBILITY



Participants from the Community of Practice for Civic Responsibility

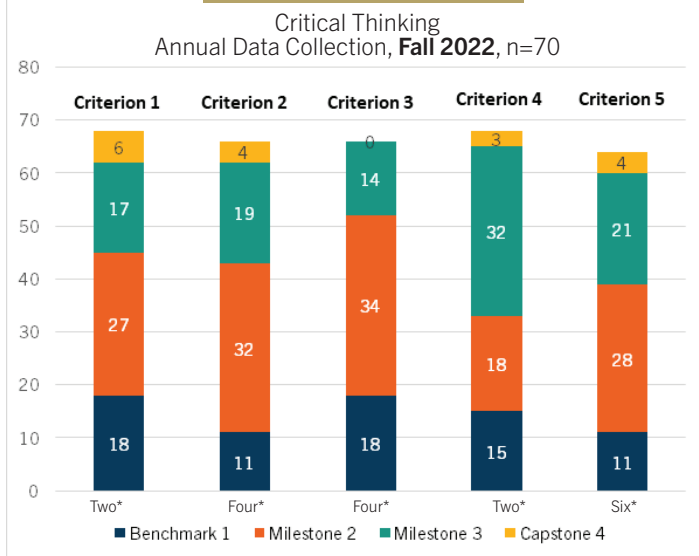
### Civic Responsibility

In November, participants from the Community of Practice for Civic Responsibility also reconvened to discuss the graduate attribute of Analytical Thinker and score artifacts for an annual data collection for ILO 2.3. This data collection aligned with the Critical Thinking [FLIP](#) which focused on strategies to improve Criterion 4: Student's Position and Criterion 5: Conclusions. David Brown (Philosophy Professor) and Dana Delibovi (previous adjunct instructor) created a template for instructors to share with students that include expectations for each paragraph. These expectations align with PACED model, BLUF statement, and critical thinking/analytical thinking rubric (which will be revised as needed). Further, Liz MacDonald provided essay writing walkthroughs in the form of a presentation and handbook. These valuable resources are available for all faculty, adjunct instructors, and students. One-hundred and twenty-six artifacts were sampled from PHRL 104, PHRL 21202, HIST 112, HIST 116.

Eighty were selected for scoring, however, three were used for norming and seven were not able to be scored, and were scored by two members of the community. For inter-rater reliability per criteria, we showed a percentage of a gap greater than one 4% for Criteria 1; 9% for Criteria 2; 6% for Criteria 3; 1% for Criteria 4; 1% for Criteria 5. All artifacts scored with a gap greater than were scored by a third rater.

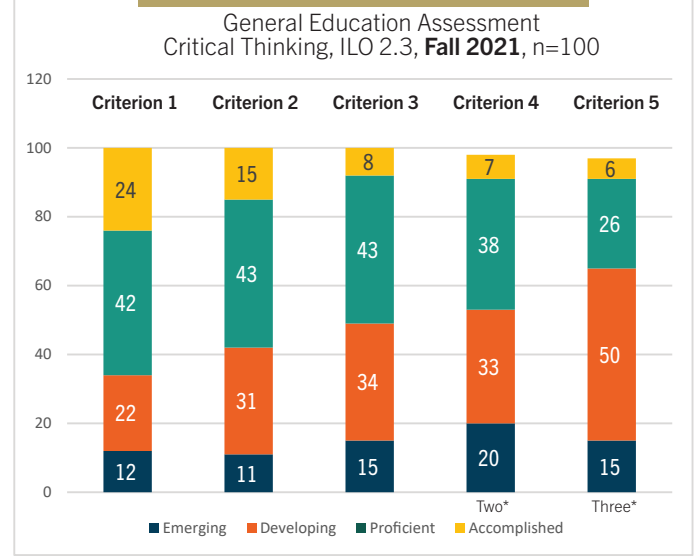
**Criterion 1-5:** 1. Explanation of issues 2. Evidence 3. Influence of context and assumptions 4. Student's position (perspective/thesis/hypothesis) 5. Conclusions

### Fall 2022 Results



\*(0 scores included)

### Compare Prior Year Results



\*(0 scores included)

### Diversity in Spring 2022 Community Artifact Samples

To examine diversity in the data for the communities of practice, Aaron Shilling, Analyst, Research and Evaluation for Institutional Research, analyzed several categories for each sample of artifacts. For the assessment of Written Communication at the 100-level and 200-level, a random stratified sample of students was drawn from relevant course rosters. This technique allowed the proportions of sample characteristics, including ethnicity, gender, and high school grade point average, to be adjusted to approximate undergraduate census distributions in advance of artifact scoring.

For the 300-level and 400-level assessment, nearly all students from relevant course rosters were sampled, given a relatively small count of students. Later, the distributions of students across categories for gender, ethnicity, Pell, and academic college variables were compared to their respective Fall 2022 undergraduate census distributions to ascertain representativeness. Distributions were generally similar. (continued on next page)

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## ANNUAL DATA COLLECTION FOR CIVIC RESPONSIBILITY (CONTINUED)

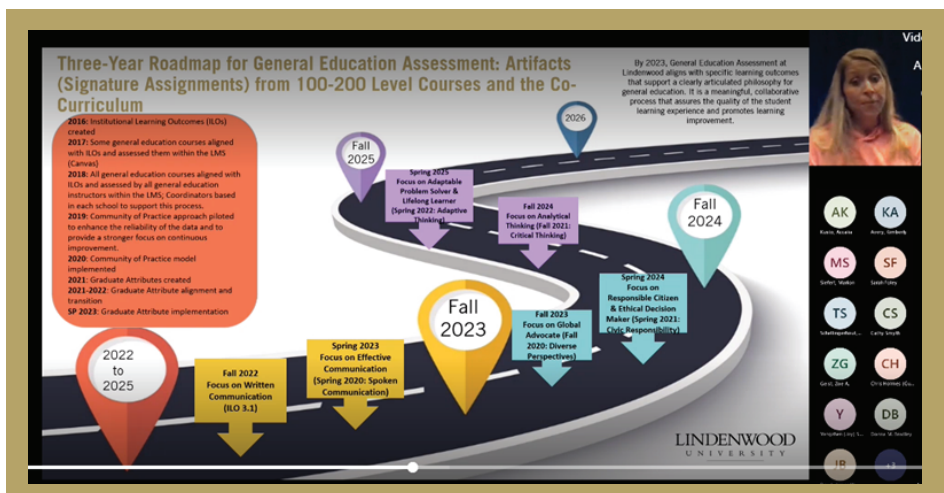
### Diversity in Spring 2022 Community Artifact Samples (continued)

However, the sample had a higher prevalence of female students (72%) than the census population (56%) and a higher prevalence of College of Science, Technology, and Health students (69% sample vs. 36% census). Business and Education were not included in the sample. The mean high school grade point average for the sample was 3.34 and the mean grade point average for the census population was 3.28.

Finally, to examine diversity in the data for the Critical Thinking and Diverse Perspectives annual checkpoints, sample distributions for demographic and academic variables were compared to their respective undergraduate census population distributions. For Critical Thinking, the sample was similar to the census population in terms of gender, ethnicity, Pell, college level, and academic college variables. The sample high school grade point average was 3.40, compared to a lower census number of 3.28. For Diverse Perspectives, the sample was also comparable to the census population. However, the sample had proportionally fewer senior students (23% sample vs. 34% census).

## GRADUATE ATTRIBUTE WORKSHOPS AND STUDENT RESEARCH INTERNSHIP

### Graduate Attribute Workshops



As mentioned in the Diverse Perspectives FLIP, Graduate Attribute Workshops have been held throughout the Spring and Fall 2022 semesters through the Learning Academy. Hosted by Robyne Elder, Head of Academic Effectiveness, she has enjoyed presenting at the adjunct conference (pictured above) and meeting with faculty from all of the colleges as well as staff from across the university to discuss definitions of the attributes, assessment measures, as well as work with participants on improving current assignments to make them 'signature' and align to the graduate attribute rubrics. Visit the Lindenwood Learning Academy to register for Graduate Attribute Workshops in Spring 2023!

### Student Assessment Scholars

The [Student Assessment Scholars](#) work to promote student-led assessment by using a real-world approach to carrying out research with other Lindenwood students for the purposes of institutional improvement. This fall semester the scholars have been learning about equity in assessment and the NSSE survey and results in working with Aaron Shilling of Institutional Research. Further, they have been discussing research methods to use with their upcoming projects. This spring they look forward to surveying students and holding focus groups focusing on engagement, belonging, and university services, and working with faculty and staff stakeholders on their own projects.



Student Assessment Scholars pictured from left to right: Mandy Galli, Carissa Schultz, Madiyn Waters, and Diego DeGregorio

### Contact

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