

# STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

FALL 2023

LINDENWOOD  
UNIVERSITY

## FOCUS ON GLOBAL ADVOCATE

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 was introduced to provide a focused approach and to improve the reliability of the assessment data. Focus from Fall 2019: Written Communication (ILO 3.1).

2020

The Community of Practice approach from Fall 2019 was 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 continued in 2021 with assessing Civic Responsibility (ILO 2.6) in Spring 2021 and Critical Thinking (ILO 2.3) in Fall 2021.

2022

A Community of Practice model continued with assessing Adaptive Thinking (ILO 2.2) in Spring 2022 and Effective Communicator (ILO 3.1 & 3.2) in Fall 2022 (The Year of the Effective Communicator).

2023

Implementation of Graduate Attributes; Community of Practice model continued with assessing the Effective Communicator.

2024

Community of Practice will assess Global Advocate, Responsible Citizen, & Ethical Decision Maker.

### 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 Graduate Attribute of Global Advocate asserts that Lindenwood University students will seek to understand the perspectives of diverse populations, consider the global impact of their decisions, appreciate diverse perspectives, and demonstrate compassion and understanding of individual and cultural differences.

Lindenwood University recently adopted [Graduate Attributes](#) to replace previous Institutional Learning Outcomes and began implementing them in Spring 2023. Many of the attributes were discussed in the Communities of Practice from Fall 2021 through Fall 2022. During the Spring of 2023 the first Graduate Attribute of Effective Communicator was assessed. The attribute of Effective Communicator was discussed in many communities prior, specifically 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. One other FLIP that was established in the Community of Practice for Diverse Perspectives in Fall 2020, was the development of signature assignments. These assignments align specifically to Graduate Attribute rubrics and can also encourage student voice and reflection; instructors have started to align signature assignments to Graduate Attributes in courses and they were used for artifacts during this community. As artifacts were identified for this community it was noted that many courses were online, on-ground, and hybrid courses. Thus the community decided to also look for themes in the data when comparing course modality as well as alignment with current rubric, insights on the attribute of Global Advocate, and overall feedback from student work and signature assignments. Further, Diverse Perspectives was the ILO used for alignment to courses using the designation of Human Diversity. Students must have two HD courses in their General Education program in order to graduate. As we have transitioned to Graduate Attributes, the Community of Practice examined alignment of HD to Global Advocate.

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## FOCUS ON EFFECTIVE COMMUNICATOR

### 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. Seven communities of practice have been formed since Fall 2019 focusing on the previous ILOs and now Graduate Attributes. Two communities joined forces to form the first community for the Graduate Attribute of Effective Communicator, with our previous community of Diverse Perspectives forming to become the new community for Global Advocate.

- 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
- 6 ILO 2.2: Adaptive Thinking
- 7 Graduate Attribute: Effective Communicator\*
- 8 Graduate Attribute: Global Advocate\*\*

\*ILO 3.1: Written Communication + ILO 3.2: Spoken Communication = Graduate Attribute of Effective Communicator

\*\*\* ILO 2.5: Diverse Perspectives = Graduate Attribute of Global Advocate

### Community of Practice for Global Advocate



Robyne Elder, Head of Academic Effectiveness  
Melissa Qualls, Associate Professor, English  
Nichole Torbitzky, Associate Professor, Religion  
Ben Cooper, Associate Professor, English  
Sue Edele, Associate Professor, English  
Graham Weir, Professor, Educational Leadership  
Michiko Nohara-LeClair, Senior Professor, Psychology  
Melle Elmes, Associate Professor, English  
Rachel Jagust, Manager, Global Student Mobility  
Mitch Nasser, Associate Professor, Educational Leadership  
Emilie Johnson, Senior Professor, Curriculum & Instruction

Scoring Session

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## FOCUS ON DIVERSE PERSPECTIVES

### Methodology

#### Lower-Division Courses: Sample

In November, the Community of Practice convened to score lower- and upper-division courses. A population of artifacts was sampled from ART 22400, ENGL 28015, PHS 24000, and PHRL 22200. A stratified sample of 68 artifacts was scored by the community. Three artifacts were used for norming purposes, therefore the final sample used was 65. This provided a sample of on-ground, online, and hybrid courses.

#### Upper-Division Courses: Sample

A population of artifacts was sampled from GS 30000 and IR 35000. A stratified sample of 35 artifacts was scored by the community. This provided a sample of on-ground and online courses.

#### Inter-rater Reliability

For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one: 9% for Criteria 1; 9% for Criteria 2; 5% for Criteria 3; 15% for Criteria 4; and 14% for Criteria 5. All artifacts scored with a gap greater than one were scored by a third rater.

#### The Rubric

The Diverse Perspectives Rubric was used previously in three Community of Practice scoring sessions. With the transition to Graduate Attributes, the General Education Taskforce revised the Diverse Perspectives Rubric to align to Global Advocate.

#### Graduate Attribute Alignment and Assessment Committee

**Chairs:** Robyne Elder, Graham Weir, Renee Porter, Liz MacDonald, Susan Gustafson, Gabriela Romero, and Sue Edele

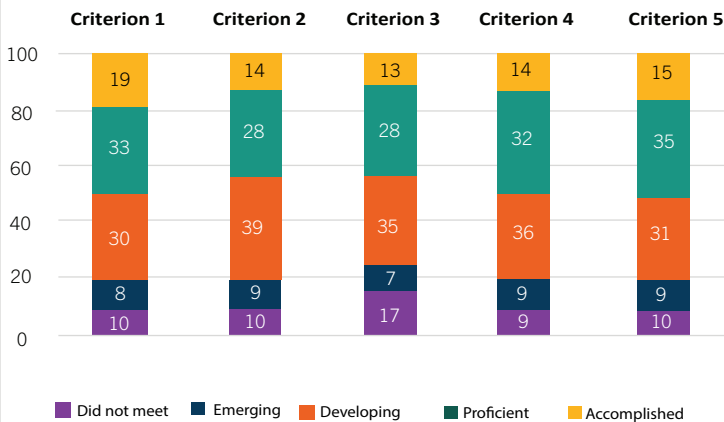
This scoring session was the first use of the rubric. The use of this rubric was more aligned to best practices in that:

- Used signature assignments
- Rubric was available before community of practice scoring sessions
- General education courses include rubrics and signature assignments on syllabi
- Some upper-level courses are able to designate attributes and aligning assignments through our mapping process. This is thanks to the hard work of faculty and our Graduate Attribute Alignment and Assessment Committee!



### Compare Results from Prior Years

General Education Assessment  
Diverse Perspectives [ILO 2.5] Fall 2020 n=100

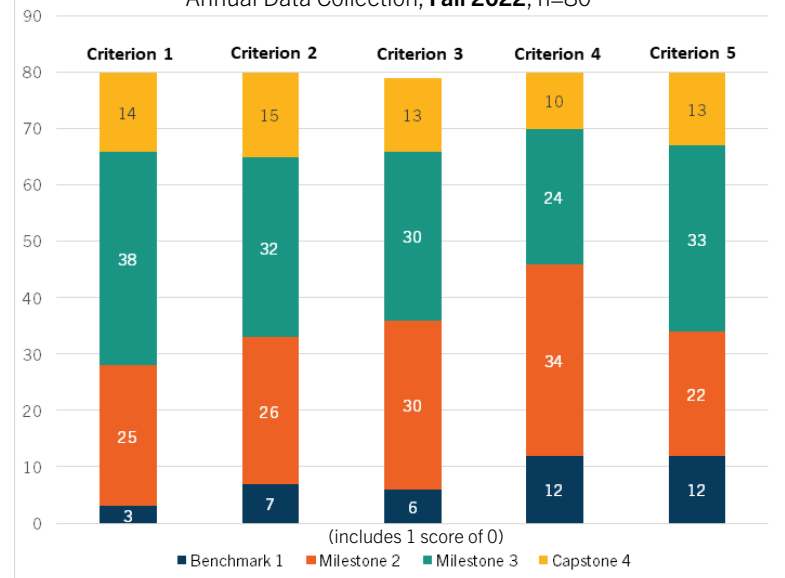


#### Criterion 1-5:

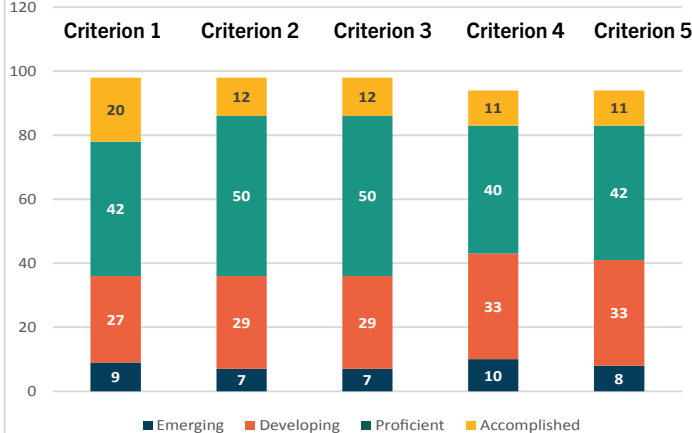
1. Knowledge of cultural worldview frameworks
2. Skills: Cultural and Historical Empathy
3. Skills: Articulation of one's position
4. Attitudes: Curiosity
5. Attitudes: Openness

### Fall 2022 Results

Diverse Perspectives  
Annual Data Collection, Fall 2022, n=80



Diverse Perspectives, ILO 2.5  
Annual Data Collection, Fall 2021, n=100



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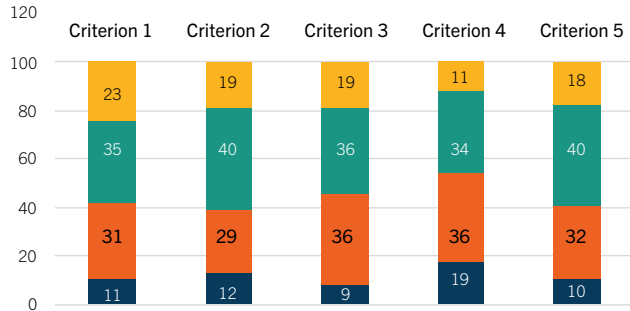
FALL 2023

## FOCUS ON DIVERSE PERSPECTIVES (CONTINUED)

### Fall 2023 Results

All results from the 100 artifacts scored:

Global Advocate Fall 2023, n=100



#### Criterion 1-5:

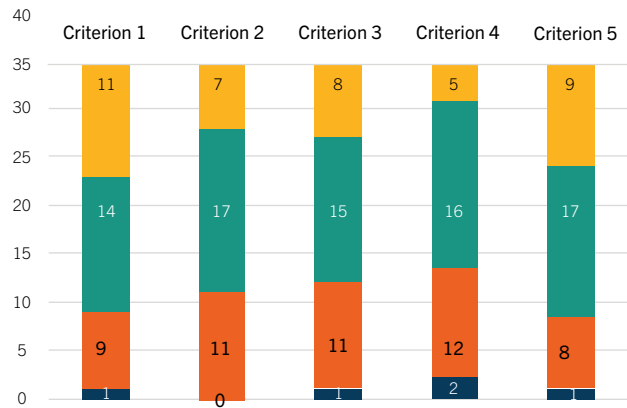
1. Context & Purpose
2. Content Development
3. Genre and Disciplinary Conventions
4. Sources & Evidence
5. Syntax & Mechanics

#### Results:

- Emerging
- Developing
- Proficient
- Accomplished

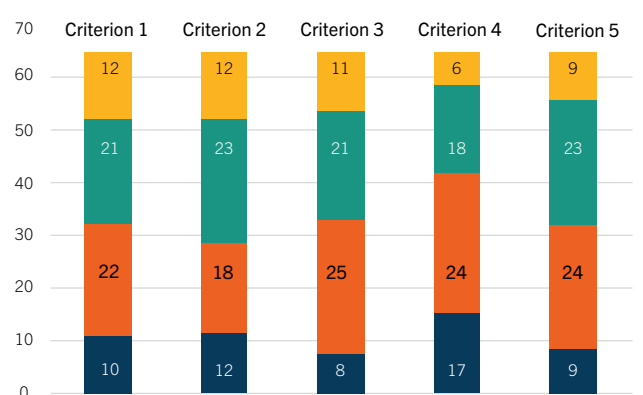
Results from Upper-Level Courses:

Global Advocate: Upper-Level Courses Fall 2023, n=35



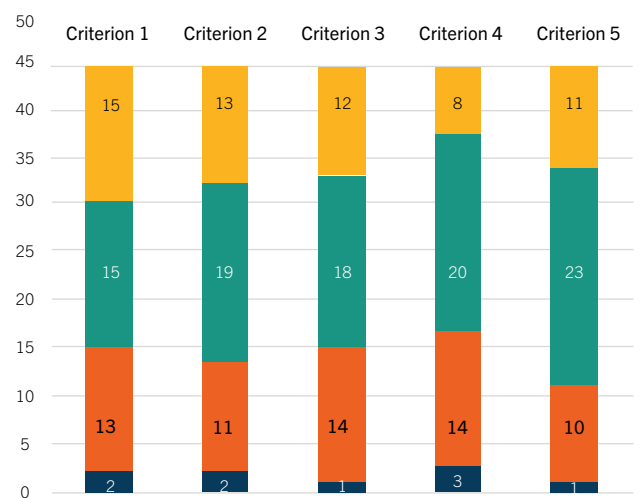
Results from Lower-Level Courses:

Global Advocate: Lower-Level Courses Fall 2023, n=65



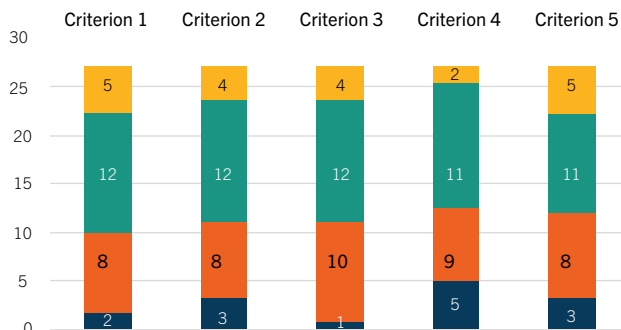
Results for Online Courses:

Global Advocate: Online Courses Fall 2023, n=45



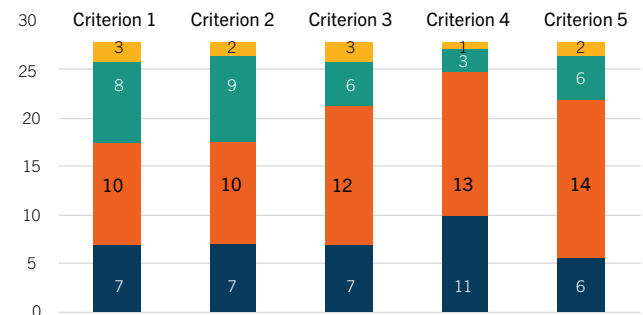
Results for On-Ground Courses:

Global Advocate: On-Ground Courses Fall 2023, n=27



Results for the Hybrid Course:

Global Advocate: Hybrid Course Fall 2023, n=28



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## CLOSING THE LOOP

### Broad Themes from Data Workshops

- Impressed with scores overall, especially with alignment of signature assignments to Global Advocate rubric.
- Not much difference between lower-division and upper-division scores. This could require further investigation or lead to more discussion in the FLIP.
- However, most scores for upper-division courses are at a 3-4. Clear improvement of understanding in assessment from Fall 2020 to today.
- It may be hard to make conclusions based on the online, on-ground, and hybrid results due to the inconsistent sampling comparisons and the signature assignments may varied in their alignment. However, participants noted encouraging results from online courses.
- Criterion 4 has the fewest capstone scores. This appears to be the most difficult criterion for students to excel in. The community may want to revisit the rubric and assessment measures.
- All courses used HD as a marker except for one, which worked as a comparison for the effectiveness of the Global Advocate rubric as an assessment of Human Diversity. The community decided the rubric is an effective tool for assessing the Graduate Attribute of Global Advocate and Human Diversity.

### What's Next?

- 1 The Community of Practice for the Global Advocate will continue to review the results from the Fall 2023 report as well as the past findings to inform ways to improve Global Advocacy.
- 2 Working with campus partners, a FLIP (Focused Learning Improvement Project) will launch in the spring based on the findings.
- 3 Assessment of graduate attributes will continue in the spring with the Community of Practice for the Responsible Citizen and Ethical Decision Maker.

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## FLIP FOR EFFECTIVE COMMUNICATION

Members of the Community of Practice for Effective Communication gathered to discuss results from the data collected during the Year of the Effective Communicator, Fall 2022-Spring 2023, and ideate actionable steps. The Community of Practice is currently working on a possible prototype of workshops focusing on Effective Communication where students can build their understanding of the Graduate Attribute, hone skills, and possibly earn a certificate or badge in Effective Communication. This prototype is still in its infancy, but the community is excited about the learning opportunities for students and further education focused on the Graduate Attributes. Further, the community will assess data from courses utilizing embedded writing center specialists and librarian services in further annual data collections as a continuation of the original FLIP as discussed earlier in the report.



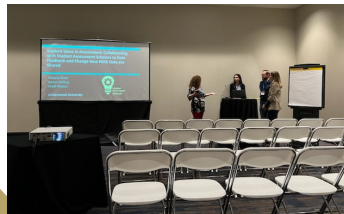
## ASSESSMENT INSTITUTE



Members of the Assessment Committee enjoyed the Assessment Institute in October, 2023: Robyne Elder, Kate Herrell, Madi Waters (past student rep and student assessment scholar), Aaron Shilling, Christie Rodgers, and Jeremy Carnes



Members of the Assessment Committee attended the Assessment Institute and learned a great deal on best practices in assessment and were able to share our Culture of Continuous Improvement while networking with those at other institutions. Further, Robyne Elder and Aaron Shilling presented with Student Assessment Scholar alum, Madi Waters, on Student Voice in Assessment: Collaborating with Student Assessment Scholars to Gain Feedback and Change How NSSE Data are Shared.



They shared the Student Assessment Scholar research project which involved publishing [NSSE results](#) to the Lindenwood website. Their presentation was well received and they enjoyed sharing and discussing their results, especially with a past scholar.

## STUDENT ASSESSMENT SCHOLARS



The 2023-2024 [Student Assessment Scholars](#) are hard at work on many projects this academic year. They have designed their own project focused on satisfaction, utilization, and awareness of tutoring services.

Further, they are working with a graduate student on a survey on online course satisfaction. Also, they are excited to begin a stakeholder project on Student Involvement and Special Events with Madison Shaw and Emily Sebourn.

2023-2024 Student Assessment Scholars:  
Matt Sherman and Melissa Megathlin



Contact: RElder@lindenwood.edu | Dr. Robyne Elder, Head of Academic Effectiveness, Academic Affairs