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Spring 2024 General Education Assessment Report

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STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

SPRING 2024

FOCUS ON ETHICAL DECISION MAKER AND RESPONSIBLE CITIZEN

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 and Global Advocate.

2024

Community of Practice assessed Responsible Citizen and Ethical Decision Maker, and will assess Analytical Thinker in the fall.

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 Responsible Citizen asserts that Lindenwood University students will take responsibility for their actions, understand their roles in the community, and engage in their communities by working collaboratively in order to promote the welfare of others. Further, the Graduate Attribute of Ethical Decision Maker states that LU students will consider the well-being of others, relevant precedents, and their moral convictions when making decisions about the ethical questions of our changing world.

Lindenwood University's Institutional Learning Outcomes are the Graduate Attributes and Lindenwood began implementing them in Spring 2023. During the Spring of 2023 the first Graduate Attribute of Effective Communicator was assessed, followed by Global Advocate in Fall 2023. The communities of practice model is used for assessment purposes and began in the Fall of 2019, therefore, comparative data is available for Graduate Attribute assessment. Data and collaboration have led to Focused Learning Improvement Projects or FLIPS. After the initial Community of Practice for Effective Communication (previously Written Communication) the FLIP of embedded writing center and librarian service specialist was implemented with the help of Sue Edele, Associate Professor of English and Director of the Writing Center and Liz MacDonald, Director of Library Services. Since its implementation, data of embed courses has been examined in annual data collections. When the Community of Practice of Responsible Citizen (previously Civic Responsibility) first met following the scoring of artifacts in Spring 2020, a FLIP was created to encourage more application of civic engagement with a focus on service. Working with Barbara Hosto-Marti, Associate Professor of Political Science and Wendi Price, Manager of Service Learning and Responsible Citizenship, a new service-learning designate program will begin in Fall 2024.



**RESPONSIBLE
CITIZEN**



**ETHICAL
DECISION MAKER**

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

SPRING 2024

COMMUNITY OF PRACTICE: RESPONSIBLE CITIZEN

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. Ten communities have been formed since Fall 2019 focusing on the previous ILOs and now Graduate Attributes. Two communities met this semester, Responsible Citizen which was formed from the previous community of Civic Responsibility, and one new Community of Practice of Ethical Decision Maker.

- 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**
- 9 Graduate Attribute: Responsible Citizen***
- 10 Graduate Attribute: Ethical Decision Maker

*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

***ILO 2.6 Civic Responsibility=Graduate Attribute of Responsible Citizen



Community of Practice for Responsible Citizen



David Brown, Professor, Philosophy

Sherrie Wisdom, Professor, Educational Leadership

Graham Weir, Professor, Educational Leadership

Wendi Price, Manager, Service Learning & Responsible Citizenship

Jill Hutcheson, Professor, Curriculum & Instruction

Emilie Johnson, Senior Professor, Curriculum & Instruction

Melissa Qualls, Associate Professor, English & Director of General Education

Barbara Hosto-Marti, Associate Professor, Political Science



STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

SPRING 2024

COMMUNITY OF PRACTICE: RESPONSIBLE CITIZEN



Graduate Attribute: Responsible Citizen

Lindenwood University students will:

- Take responsibility for their actions
- Understand their roles in the community
- Engage in their communities by working collaboratively in order to promote the welfare of others

[Responsible Citizen Rubric](#)

[Graduate Attributes-Signature Assignments](#)

Methodology

Sample

In April 2024, the Community of Practice convened to score artifacts from courses aligned to the Graduate Attribute of Responsible Citizens. A population of artifacts was sampled from PS 15500, PHS 22000, and PHS 20000. A stratified sample of 103 artifacts was scored by the community. Three artifacts were used for norming purposes, therefore the final sample used was 100. The sample consisted of a variety of online and hybrid as well as 8-week and 16-week courses.

Inter-rater Reliability

For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one: 10% for Criteria 1; 15% for Criteria 2; 10% for Criteria 3; 11% for Criteria 4; and 13% for Criteria 5. All artifacts scored with a gap greater than one were scored by a third rater.

The Rubric

The Responsible Citizen Rubric was used previously in four Community of Practice scoring sessions. With the transition to Graduate Attributes, the community and General Education Taskforce, and General Education Director revised the rubric for alignment. Significant changes were made for Fall 2024 and a new rubric will be used to assess Responsible Citizen for co-curricular purposes.

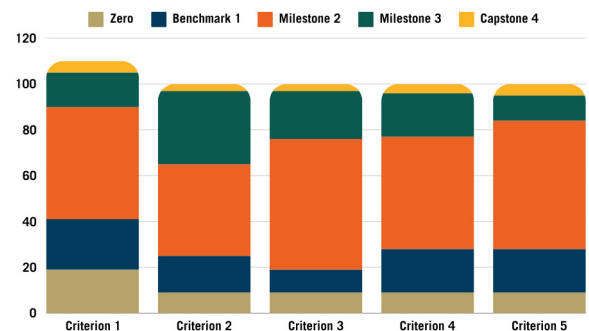
Criterion 1-5:

1. Diversity of Communities and Cultures
2. Analysis of Knowledge
3. Civic Identity and Commitment
4. Civic Communication
5. Civic Action and Reflection



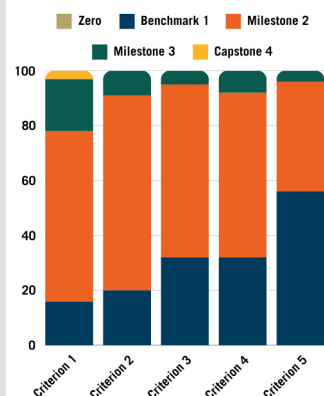
Spring 2024

Responsible Citizen, Spring 2024, n=100

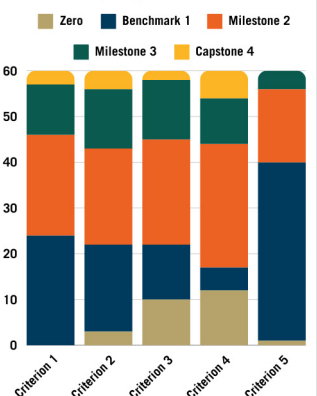


Compare Results from Prior Years

General Education Assessment
Civic Responsibility, ILO 2.6 Spring
2021, n=100



General Education Assessment
Civic Responsibility, ILO 2.6
Spring 2022, n=60



STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

SPRING 2024

CLOSING THE LOOP: RESPONSIBLE CITIZEN



Broad Themes from Data Workshops

Improvements are seen from year to year with the use of signature assignments aligned to the rubric, use of high impact practices, and excellent work from faculty, staff, and students.

Many students showed strengths in responses and activities.

The difficulty with scoring many assignments was the lack of alignment between the artifact to the rubric.

The rubric still posed many problems as the engagement was difficult to measure and implement at the general education level. Therefore, changes were made during this community meeting with more engagement pieces implemented in a co-curricular rubric to be used by Service Learning and other departments aligning to the Graduate Attribute of Responsible Citizen.

What's Next?

1. The Community of Practice for Responsible Citizens, Ethical Decision Makers, and Effective Communicators will review results from the Spring 2024 report as well as past findings to inform ways to improve the specific areas for that graduate attribute.
2. Working with campus partners, a FLIP (Focused Learning Improvement Project) will develop in the fall and launch in the spring based on the findings.
3. Assessment of graduate attributes will continue in the fall with the Community of Practice for Analytical Thinkers.

COMMUNITY OF PRACTICE: ETHICAL DECISION MAKERS

Gokhan Egilmez, Associate Professor, Management

Molly Stehn, Associate Professor, Clinical Mental Health Counseling

Joseph Steineger, Associate Professor, Philosophy

David Brown, Professor, Philosophy

Melissa Qualls, Associate Professor, English & Director of GenEd

Sharmini Nair, Assistant Professor, Political Science



Graduate Attribute: Ethical Decision Maker

Lindenwood University students will:

- Consider the well-being of others, relevant precedents, and their moral convictions when making decisions about the ethical questions of our changing world

[Ethical Decision Making Rubric](#)

[Graduate Attributes-Signature Assignments](#)

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

SPRING 2024

COMMUNITY OF PRACTICE: ETHICAL DECISION MAKER



Methodology

Sample

In April 2024, the Community of Practice convened for the first time to score artifacts from courses aligned to the Graduate Attribute of Ethical Decision Maker. A population of artifacts was sampled from PHRL 10200, 21200, 34600, and 30400. A stratified sample of 53 artifacts was scored by the community. Three artifacts were used for norming purposes, therefore the final sample used was 50. The sample consisted of a variety of online and on-ground as well as 8-week and 16-week courses all from the Fall 2023 semester.

Inter-rater Reliability

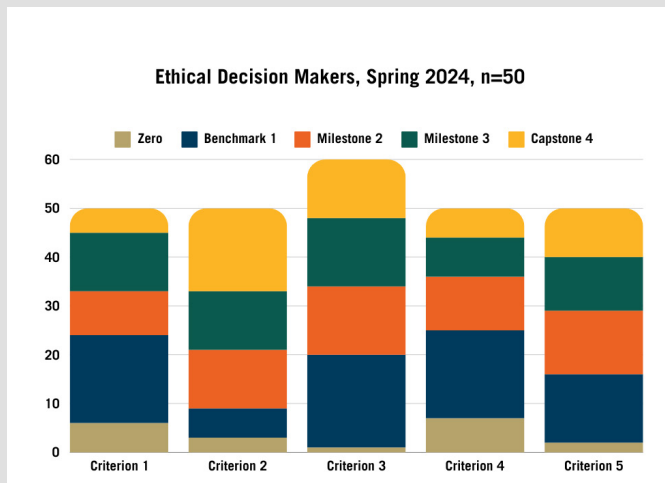
For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one: 36% for Criteria 1; 22% for Criteria 2; 16% for Criteria 3; 26% for Criteria 4; and 22% for Criteria 5. All artifacts scored with a gap greater than one were scored by a third rater.

The Rubric

The Ethical Decision Maker Rubric was created from the AAC&U rubric for Ethical Reasoning. The General Education Taskforce reviewed the rubric for alignment to Ethical Decision Makers in 2022.

The Community of Practice scoring was the first use of the rubric for assessment purposes.

Spring 2024



Criterion 1-5:

1. Ethical Self-Awareness
2. Understanding Different Ethical Perspectives/Concepts
3. Ethical Issue Recognition
4. Application of Ethical Perspectives/Concepts
5. Evaluation of Different Ethical Perspectives/Concepts



Emerging



Developing



Proficient



Accomplished



Broad Themes from Data Workshops

The community enjoyed its first gathering and reading a variety of artifacts from Philosophy courses!

The rubric seemed specific to theories in ethics or philosophy as opposed to ethics in many disciplines. Revisions were offered to make the rubric more open to such disciplines.

The specific language of the rubric made it difficult to score responses.

Students showed strength in Criterion 3, Ethical Issue Recognition, which also may be due to the broad language used in the rubric for that criterion. There seemed to be a lack of alignment between artifacts and rubric.

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

SPRING 2024

EFFECTIVE COMMUNICATION ANNUAL DATA COLLECTION



Graduate Attribute: Effective Communications

Lindenwood University students will:

- Engage in meaningful discourse in order to persuade audiences
- Foster understanding and respect
- Communicate fluently in multiple media

[Effective Communicators Rubric](#)

[Graduate Attributes-Signature Assignments](#)

Members of the Community of Practice for Effective Communication

Sue Edele, Associate Professor, English & Director, Writing Center

Liz MacDonald, Director, Library Services

Dan Plate, Professor, English

Elizabeth Fleitz, Professor, English

Bob Steffes, Associate Professor, Educational Leadership

Mitch Nasser, Associate Professor, Educational Leadership

Leah Rosenmiller, Manager, Reference Services

Laura Wehmer-Callahan, Senior Instructor, English

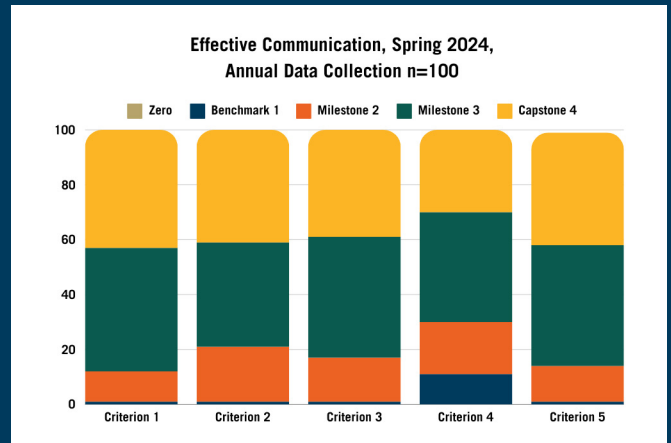
Barbara Hosto-Marti, Associate Professor, Political Science

Lynda Leavitt, Professor, Educational Leadership

Aaron Shilling, Analyst, Research & Evaluation



Spring 2024



Data Collection

Fall 2022-Spring 2023 was the Year of the Effective Communicator. This involved revisiting the Institutional Learning Outcome of Written Communicator in Fall 2022, and our first assessment of graduate attributes with Effective Communication in Spring 2023. Therefore, in Spring 2024 we revisited artifacts aligning to this attribute to collect data and compare not only to the prior year but past data collections from Written and Spoken Communication (previous ILOs). As mentioned earlier, the FLIP for Written Communication was the embedding of a Writing Center and Librarian in courses. Artifacts were taken specifically from embedded courses. Further, as described in the Fall 2023 Student Learning and General Education Report, the Effective Communicator FLIP involves workshops discussing the Effective Communicator and better knowledge of the graduate attributes. The First-Year Seminar courses in the fall will involve specific readings around the graduate attributes, specifically, the Effective Communicator.

Inter-rater Reliability

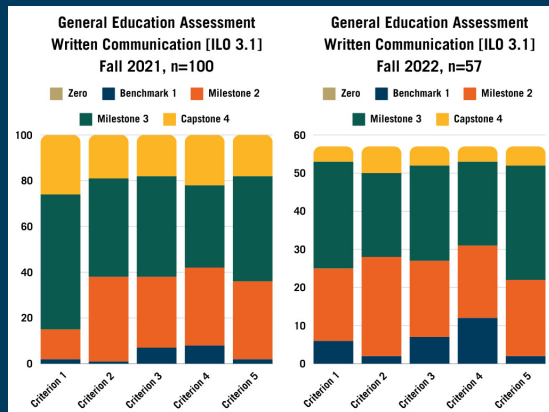
For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one: 8% for Criteria 1; 10% for Criteria 2; 8% for Criteria 3; 10% for Criteria 4; and 12% for Criteria 5. All artifacts scored with a gap greater than one were scored by a third rater.

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT SPRING 2024

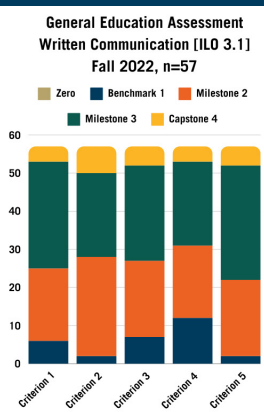
ANNUAL DATA COLLECTION: EFFECTIVE COMMUNICATION

Compare Results from Prior Years

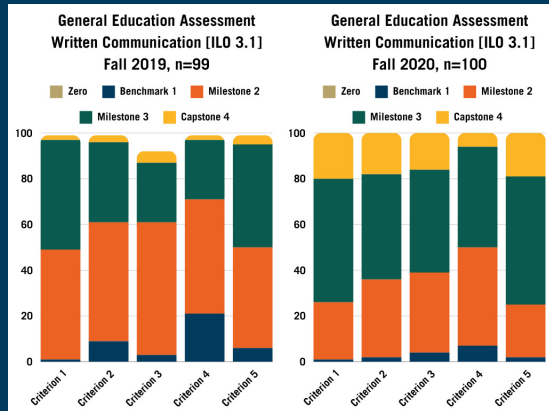
Fall 2021



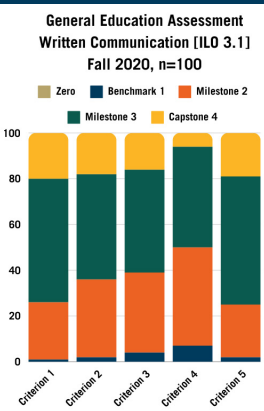
Fall 2022



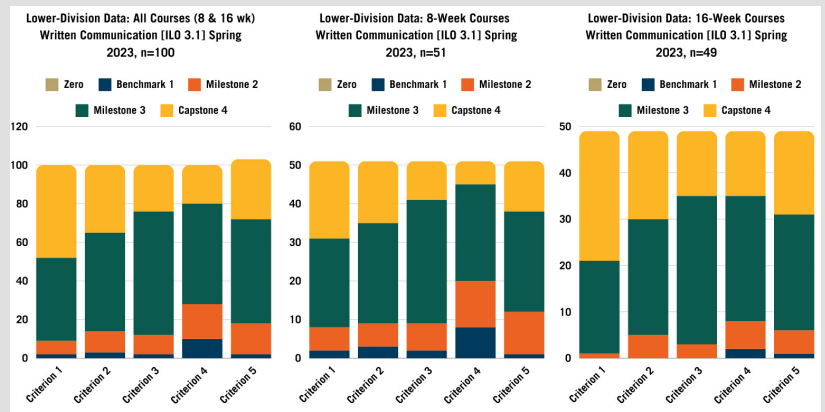
Fall 2019



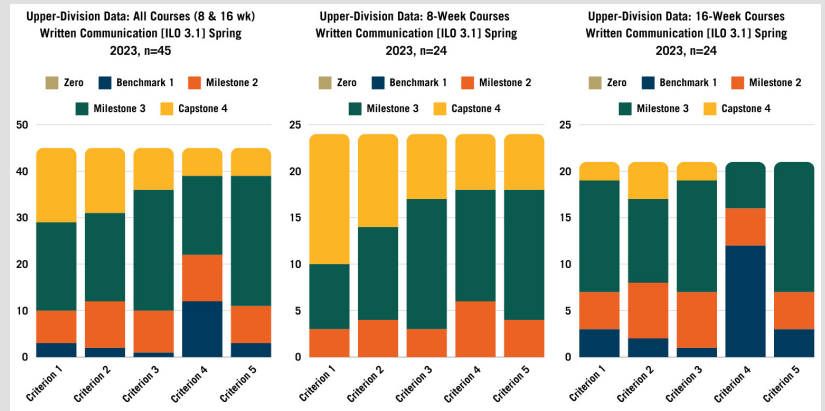
Fall 2020



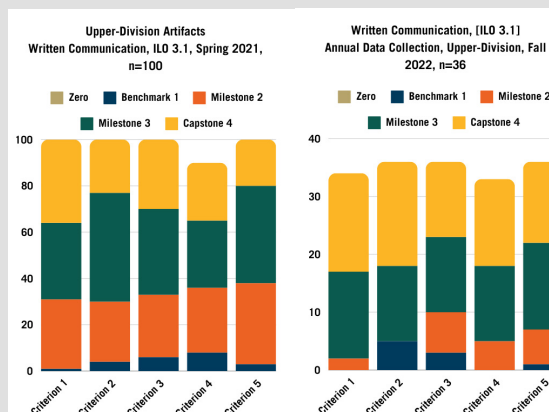
Lower-Division Spring 2023



Upper-Division Spring 2023



Upper-Division Spring 2021



Upper-Division Fall 2022



Broad Themes from Annual Data Collection

Scores continue to improve year after year. This continued improvement shows the need to embed library services and writing center specialists into courses.

Criterion 4 shows improvement but continues to show challenges. Instructors using Effective Communicator as Graduate Attribute should ensure use of sources and citations. Students should seek appropriate resources for support.

Criterion 1-5:

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

- Emerging
- Developing
- Proficient
- Accomplished

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

SPRING 2024

ASSESSMENT SUMMIT & STUDENT ASSESSMENT SCHOLARS

Assessment Summit Awards



Barbara Hosto-Marti accepting the Continuous Improvement with Driver-Graduate Attribute Distinction award.



Erin Martin accepting the Dato Hero award.



Justine Pas accepting the Assessment Elevator award.

Faculty and staff gathered on May 9, 2024 for the 7th annual Assessment Summit. This year's focus was on examining Student Satisfaction Inventory results and insights gained from previous summits to inform progress moving forward. The main session centered on celebrating Lindenwood University Assessment Champions, drawing conclusions from student experience data, and connecting key themes to the work of advancing student success. The Student Assessment Scholars shared their work from their tutoring project as well. We thank faculty and staff for joining these important conversations!

[Learn more about the Assessment Summit here.](#)

[Learn more about the Student Assessment Scholars here.](#)

Student Assessment Scholars Presentation

Matt Sherman and Melissa Megathlin, Student Assessment Scholars, present Tutoring Project findings during the Assessment Summit. They also presented their findings during the Student Academic Showcase on April 9, 2024.

