

FOCUSED  
LEARNING  
IMPROVEMENT  
PROJECTS (FLIPS)

LINDENWOOD  
UNIVERSITY

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# LINDENWOOD

## UNIVERSITY

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Newly  
established  
vision for  
general  
education  
assessment

By 2023, General Education Assessment at Lindenwood aligns with specific learning outcomes that support a clearly articulated philosophy for general education. It is a meaningful, collaborative process that assures the quality of the student learning experience and promotes learning improvement.

# Three-Year Roadmap for General Education Assessment

By 2023, General Education Assessment at Lindenwood aligns with specific learning outcomes that support a clearly articulated philosophy for general education. It is a meaningful, collaborative process that assures the quality of the student learning experience and promotes learning improvement.

**2016:** Institutional Learning Outcomes (ILOs) created

**2017:** Some general education courses aligned with ILOs and assessed them within the LMS (Canvas)

**2018:** All general education courses aligned with ILOs and assessed by all general education instructors within the LMS; Coordinators based in each school to support this process.

**2019:** Community of Practice approach piloted to enhance the reliability of the data and to provide a stronger focus on continuous improvement.



**Fall 2019**  
Focus on Written Communication (ILO 3.1)

**Spring 2020**  
Focus on Spoken Communication (ILO 3.2)



**Fall 2020**  
Focus on Diverse Perspectives (ILO 2.5)

**Spring 2021**  
Focus on Civic Responsibility (ILO 2.6)



**Spring 2022**  
Focus on Adaptive Thinking (ILO 2.2)



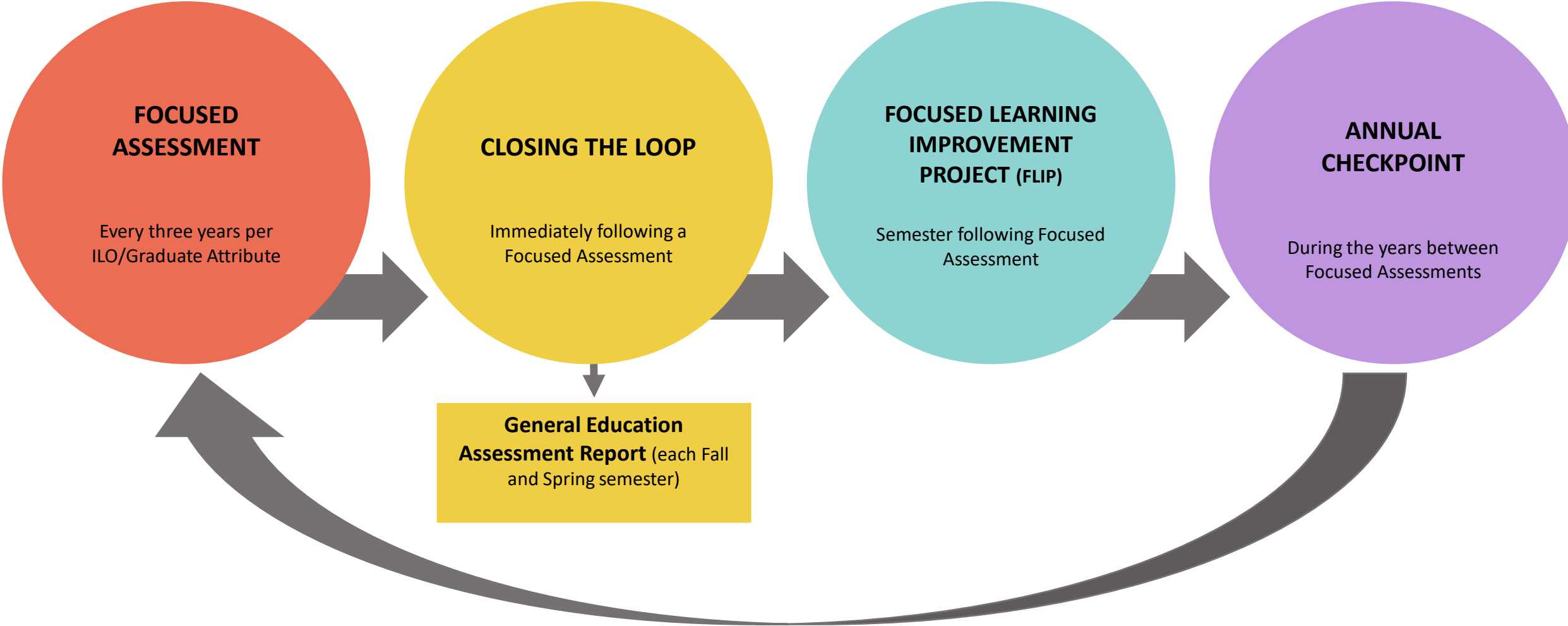
**Fall 2021**  
Focus on Critical Thinking (ILO 2.3)



**HLC Interim Report Due August 2021**

# Three-Year Roadmap for General Education Assessment

CONTINUOUS IMPROVEMENT CYCLE



# Three-Year Roadmap for General Education Assessment

## DETAILED TASK LIST BY YEAR

### 2019-2020

Campaign: "The Year of Effective Writing"

#### FALL

- ✓ Appoint Director for General Education Assessment
- ✓ Develop Rubric for Written Communication
- ✓ Identify a representative sample of Written Communication artifacts
- ✓ Convene Community of Practice for Written Communication for norming, scoring, and calibration
- ✓ Closing the Loop for Written Communication
- ✓ Fall 2019 General Education Assessment Report

#### SPRING

- ✓ Launch FLIP for Written Communication
- ✓ Develop Rubric for Spoken Communication
- ✓ Identify a representative sample of Spoken Communication artifacts
- ✓ Convene Community of Practice for Spoken Communication for norming, scoring, and calibration
- ✓ Closing the Loop for Spoken Communication
- ✓ Spring 2020 General Education Assessment Report
- ✓ Initiate Proposal to Carry out a Review of ILOs in 2020-2021

### 2020-2021

Campaign: "The Year of the Responsible Citizen"

#### FALL

- ✓ Launch FLIP for Spoken Communication
- ✓ Develop Rubric for Diverse Perspectives
- ✓ Identify a representative sample of Diverse Perspectives artifacts
- ✓ Convene Community of Practice for Diverse Perspectives for norming, scoring, and calibration
- ✓ Closing the Loop for Diverse Perspectives
- ✓ Fall 2020 General Education Assessment Report
- ✓ Design ILO Review Process
- ✓ Conduct student focus groups for Written and Spoken Communication
- ✓ Data collection for Written Communication "Annual Checkpoint"
- ✓ Develop web area for general education

#### SPRING

- ✓ Launch FLIP for Diverse Perspectives
- ✓ Develop Rubric for Civic Responsibility
- ✓ Identify a representative sample of Civic Responsibility artifacts
- ✓ Convene Community of Practice for Civic Responsibility for norming, scoring, and calibration
- ✓ Closing the Loop for Civic Responsibility
- ✓ Spring 2021 General Education Assessment Report
- ✓ Complete ILO Review and submit recommendations
- ✓ Data Collection for Spoken Communication "Annual Checkpoint"
- ✓ Conduct student focus groups for Diverse Perspectives and Civic Responsibility

### 2021-2022

Campaign: "The Year of Critical Thinking"

#### FALL

- ✓ Launch FLIP for Civic Responsibility
- ✓ Develop Rubric for Critical Thinking
- ✓ Identify a representative sample of Critical Thinking artifacts
- ✓ Convene Community of Practice for Critical Thinking for norming, scoring, and calibration
- ✓ Closing the Loop for Critical Thinking
- ✓ Fall 2021 General Education Assessment Report
- ~~Implement new GELOs~~
- Adopt new Graduate Attributes
- ✓ Data collection for Written Communication "Annual Checkpoint"
- ✓ Data collection for Diverse Perspectives "Annual Checkpoint"

#### SPRING

- ✓ Launch FLIP for Critical Thinking
- ✓ Develop Rubric for Adaptive Thinking
- ✓ Identify a representative sample of Adaptive Thinking artifacts
- ✓ Convene Community of Practice for Adaptive Thinking for norming, scoring, and calibration
- ✓ Closing the Loop for Adaptive Thinking
- ✓ Spring 2022 General Education Assessment Report
- ✓ Data collection for Spoken Communication "Annual Checkpoint"
- ✓ Data collection for "Civic Responsibility "Annual Checkpoint"
- ✓ Design and gain approval for next three-year plan

## ILO 3.1 FLIP

- Sue Edele and Liz MacDonald are currently working with ENGL 17000 to improve outcomes for Criterion 4 (Using Sources and Evidence).
  - Embedding a research librarian and a writing specialist into participating ENGL 17000 sections.
  - The hypothesis is that over time, students will become better at using sources and evidence in their papers because of this support.
  - Specific sections were analyzed last semester showing great improvements
    - i.e., Criterion 4: 6 accomplished in 2020 to 22 accomplished in 2021
    - [Fall 2021 General Education Assessment Report: Focus on Critical Thinking \(lindenwood.edu\)](#)

## ILO 3.2 FLIP

- The Lindenwood Learning Academy offers a Monday Morning Mentor series for all faculty, including adjuncts
  - Improve Criterion 3 (Delivery) and Criterion 4 (Supporting Materials)
  - Many trainings in the series focus on engagement for the online classroom, including presentations, as well as extending research, and note taking skills

## ILO 2.5 FLIP

- Implementing Signature Assignments in courses to improve outcomes, specifically incorporating more reflection and focusing on Criterion 2, Empathy (Perspective Taking)
  - Nichole Torbitzky is currently using signature assignments in courses aligned to ILO 2.5, Diverse Perspectives
  - Offered a workshop through the Learning Academy on October 28<sup>th</sup> from 2-3 on using signature assignments
  - Continued discussion in [Graduate Attribute Workshops](#) (every third Thursday & Friday)
  - Implemented signature assignments in new Three-Year Road Map Assessment Plan (2022-2025)



## ILO 2.6 FLIP

- Project to encourage more application of civic responsibility with a focus on service (Criterion 5: Civic Action & Reflection)
  - Working with Mark Valenzuela and Barbara Hosto-Marti on Community Service Honors for participating students
  - Involving community service and course(s) completion
  - Could also involve earning a credential or certificate in Civic Responsibility (or Responsible Citizen)

## ILO 2.3 FLIP

### Strategies to Improve Criterion 4: Student's Position & Criterion 5: Conclusions

- David Brown and Dana Delibovi created a template for instructors to share with students
  - [Essay Guidelines--5 Paragraph\[179869\].docx](#)
- Template walks through expectations for each paragraph
- Expectations align with PACED model, BLUF statement, and critical thinking/analytical thinking rubric (which can be revised as needed)
- Liz MacDonald provided Essay writing walkthroughs
  - [The Essay - 3\[180932\].pptx](#)
  - [Essay Help for Students FLIP 2.3.pdf](#)
- These valuable resources can be housed on a Canvas shell, SharePoint, etc.