LINDENWOOD
UNIVERSITY

PROPOSAL TO ADOPT LINDENWOOD GRADUATE ATTRIBUTES

To: Cabinet, Lindenwood University
From: Drs. Roger "Mitch" Nasser and Bethany Alden-Rivers, on behalf of the Assessment Committee
Date: March 25, 2021

1.0 PURPOSE
This memorandum outlines a rationale and proposal for reframing and revising Lindenwood University's institutional learning outcomes as Lindenwood Graduate Attributes.

2.0 CONSULTATION AND REQUEST FOR APPROVAL
During November-December 2020, the University Assessment Committee solicited feedback on draft one of this proposal from 17 stakeholder groups. Drawing on this input, the Committee presents this revised proposal for the following approvals (see Table 1). The revised proposal will also be submitted to Student Government, DEMSE, and Staff Council for information purposes.

Table 1. Approval timeline for final proposal

Approving/endorsing body	Timeline
Faculty Council	Approved February 25, 2021
Deans Council	Approved March 2, 2021
Cabinet	March/April 2021
Board of Trustees	April/May 2021

3.0 CONTEXT

3.1 The role of institutional learning outcomes in higher education
Institutional learning outcomes are used by institutions of higher education to establish the priorities for student learning across a student's entire university experience. By defining these priorities, an institution can differentiate from its competitors based the qualities that characterize its graduates. Typically, institutional learning outcomes reflect the institution's mission and values. In this way, institutional learning outcomes provide a macro-level of analysis to which other levels of analysis, i.e. assessment at the program- and course-level, can align. Figure 1 depicts the alignment between these levels of analysis in higher education.

Figure 1. Levels of analysis for academic assessment in higher education, adapted from Hutchings (2)

3.2 Background: Institutional learning outcomes at Lindenwood

Lindenwood University adopted four institutional learning outcomes in 2016. These outcomes were selected by a subcommittee working with multiple stakeholder groups on campus and in consultation with the National Institute for Learning Outcomes Assessment (NILOA). The four outcomes have multiple components (see Table 2). The components are mapped to individual general education courses and to individual program learning outcomes for institutional assessment purposes.

Table 2. Lindenwood University's Current Institutional Learning Outcomes and Components

Institutional Learning Outcomes	Components (Lindenwood graduates…)
Outcome 1: Lindenwood graduates have broad, integrative, and specialized knowledge.	1.1 … understand human cultures and the physical world.
	1.2 … have integrated perspectives.
	1.3 … have specialized knowledge.
Outcome 2: Lindenwood graduates have essential habits of mind.	2.1 … can reason ethically.
	2.2 … can think adaptively.
	2.3 … can think critically.
	2.4 … can think innovatively.
	2.5 … have diverse perspectives.
	2.6 … can apply principles of responsible citizenship.
Outcome 3: Lindenwood graduates have communicative fluency.	3.1 … are effective writers.
	3.2 … are effective speakers.
	3.3 … can communicate effectively and ethically in a digitally connected world.
	3.4 … can support communications with quantitative evidence.
Outcome 4: Lindenwood graduates have effective problem-solving skills.	4.1 … can solve problems strategically.
	4.2 … can solve problems collaboratively.

3.3 A case for change

During the 2019/2020 academic year, the University Assessment Committee discussed the need to review the current set of institutional learning outcomes. In spring 2020, the Committee reviewed data related to the use of current institutional learning outcomes, and it carried out an ideation activity to consider what a Lindenwood graduate "looks like" in terms of skills and attributes. This included examining the alignment of current ILOs to assessments in general education courses. The results of this analysis showed that while an abundance of courses are aligned to ILOs 1.1, 2.3, 2.5, and 3.1, the other ILOs are poorly represented across the general education curriculum (see Table 3).

Table 3. Frequency distribution of poorly represented ILOs among general education courses (as of fall 2020)

Current ILO	Frequency (number of courses)
1.2	6
1.3	6
2.1	7
2.4	1
3.3	2
3.4	5
4.2	3

The full list of ILOs and their alignment with General Education courses can be accessed here.

On April 27, 2020, the Committee voted unanimously to endorse a review of Lindenwood's institutional learning outcomes during the 2020/2021 academic year. The Committee proposed the review for the following reasons.

1. It is appropriate to review institutional learning outcomes on a regular basis.
2. The current set of four institutional learning outcomes and their 15 components creates an overwhelming number of outcomes to assess at the institutional level.
3. The current framework does not provide a cohesive and compelling narrative about the value of the Lindenwood education—a key concern in the 2017 mid-cycle review by the Higher Learning Commission. Language from the HLC states, "The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students and has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings."
4. While ILOs are aligned with the general education curriculum and with most academic programs, they are not evenly distributed, with some rarely used (see Table 3).
5. The term 'institutional learning outcomes' may not accurately express Lindenwood's approach to 'whole student development' that occurs throughout the entire Lindenwood experience.

4.0 PROPOSED LINDENWOOD GRADUATE ATTRIBUTES (FOR IMPLEMENTATION FALL 2021)
In an effort to revise the current institutional learning outcomes, a subcommittee (see appendix 1) led by Dr. Roger "Mitch" Nasser worked with the full committee during the Fall 2020 semester to draft a new concept and set of defining attributes for Lindenwood graduates. On September 28, 2020, the Assessment Committee voted unanimously to endorse the proposed concept. The draft concept was shared with Dr. Mark Arant, Provost and Senior Vice President for Academic Affairs on October 8, 2020 for initial feedback. Based on this feedback and on additional input from the Committee, the Subcommittee created Draft 1 of the proposal (i.e., this document), which was then shared with 17 stakeholder groups for their input.

4.1 Proposed narrative
The Committee proposes an overarching narrative around "Leadership" as a way to describe the special focus that Lindenwood University gives to the development of students as experienced individuals who can effect positive change in their professions, communities, and own lives. The characteristics of leaders are the defining attributes of Lindenwood graduates (see Figures 2 and 3).

A NEW CONCEPTUAL FRAMEWORK

NARRATIVE

LIONS ARE LEADERS
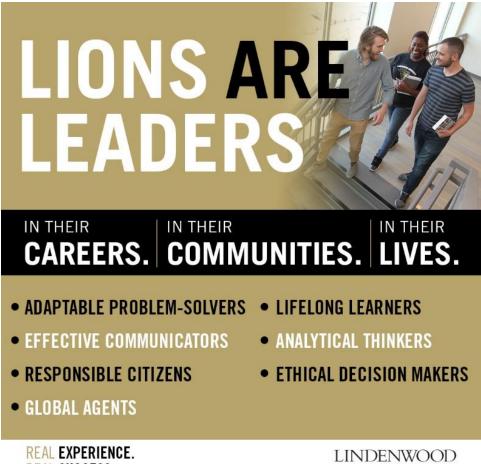IN THEIR CAREERS • IN THEIR COMMUNITIES • IN THEIR LIVES.

DEFINING ATTRIBUTES

LIONS ARE..
ADAPTABLE PROBLEM SOLVERS
RESPONSIBLE CITIZENS
GLOBAL ADVOCATES
LIFELONG LEARNERS
EFFECTIVE COMMUNICATORS
ETHICAL DECISION MAKERS
ANALYTICAL THINKERS

Figure 2. Proposed concept for institutional learning outcomes

Figure 3. A possible depiction of the proposed narrative and attributes

4.2 Proposed Lindenwood Graduate Attributes

Table 4 provides draft descriptions of each of the attributes of a Lindenwood graduate.

Table 4. Proposed attributes and their descriptions

Attribute	Definition
Adaptable problem solver	Graduates are prepared to address/solve the issues of today and tomorrow. They adapt to a changing world through creative and innovative thinking.
Responsible citizen	Graduates take responsibility for their actions and understand their roles in the community. They engage in their communities by working collaboratively in order to promote the welfare of others.
Global advocate	Graduates seek to understand the perspectives of diverse populations and consider the global impact of their decisions. They appreciate diverse perspectives and demonstrate compassion and understanding of individual and cultural differences.
Lifelong learner	Graduates are self-reflective and engage in activities for self-improvement. They independently seek professional opportunities for career enhancement.
Effective communicator	Graduates engage in meaningful discourse in order to persuade audiences and to foster understanding and respect. They communicate fluently in multiple media.
Ethical decision maker	Graduates consider the wellbeing of others, relevant precedents, and their moral convictions when making decisions about the ethical questions of our changing world.
Analytical thinker	Graduates use data and evidence to form judgments about complex situations.

5.0 ALIGNMENT TO EXISTING FRAMEWORKS FOR STUDENT LEARNING IN HIGHER EDUCATION

Table 5 shows a crosswalk of the proposed attributes to their correlates within national frameworks and to Lindenwood values.

Table 5. Crosswalk of proposed attributes, national/institutional frameworks, and Lindenwood values

Defining Attribute	AAC&U Essential Learning Outcomes (LEAP)	Degree Qualifications Profile (DQP)	National Association of Colleges and Employers (NACE), showing response rate of employers (n=150)	Lindenwood Values
Adaptable problem solver	• Critical and creative thinking • Teamwork and problem solving	• Applied and collaborative learning	• Problem solving skills (91.2%) • Flexibility/adaptability (62.7%) • Creativity (23.5%)	• Creativity
Responsible citizen	• Civic knowledge and engagement—local and global	• Civic and global learning		• Teamwork
Global agent	• Intercultural knowledge and competence	• Engaging diverse perspectives • Civic and global learning		• Teamwork
Lifelong learner	• Foundations and skills for lifelong learning			• Dedication
Effective communicator	• Written and oral communication • Information literacy	• Communicative fluency • Use of information resources	• Communication skills-written (77.5%) • Communication skills-verbal (69.6%)	• Excellence
Ethical decision maker	• Ethical reasoning and action	• Ethical reasoning		• Integrity
Analytical thinker	• Inquiry and analysis • Quantitative literacy • Information literacy	• Analytic inquiry • Use of information resources • Quantitative fluency	• Analytical/quantitative skills (79.4%)	• Creativity

6.0 ASSESSMENT PLAN

If approved, the Committee will establish a plan to replace the current institutional learning outcomes with the Lindenwood Graduate Attributes. Table 6 outlines the components of an assessment plan.

Table 6. Components of the assessment plan

Component	Description
1. Locating the attributes within the student experience	This will involve a mapping exercise to identify sources of evidence that substantiate these defining attributes. The map will include both curricular and co-curricular sources of evidence.
2. Creating an assessment process	This will include a process for collecting data from the sources identified on the map and carrying out reliable assessment of these data. Additionally, a simple yet meaningful assessment schedule will show how representative samples of data for each attribute will be collected, analyzed, disseminated, and actioned.
3. Closing the loop	This will involve sharing assessment data as actionable insight. At present, Lindenwood utilizes school-level assessment meetings, annual program assessment reports, an annual assessment summit, and the communities of practice model. These could be leveraged to address this stage of the assessment plan.
4. Learning improvement	The assessment plan will outline ways in which the assessment data and closing-the-loop processes are integrated into organized efforts for continuous improvement of the student experience
5. Engaging stakeholders	The assessment plan will include tactics for engaging faculty, staff, students, alumni, and community members in the assessment process.
6. Cultural responsiveness	The assessment plan will highlight tactics for cultural responsiveness. This could include strategies for reducing inequities in the student experience and strategies for creating more culturally responsive and inclusive assessments.

6.1 Examples of Lindenwood Graduate Attributes in practice

Tables 7-11 are provided by the Assessment Committee as examples of how the Lindenwood Graduate Attributes could be introduced, developed, and assessed for different types of students and different learning environments.

Table 7. Application examples for traditional undergraduate students (on-campus residents)

Attribute	Definition	Application example(s)
Adaptable problem solver	Graduates are prepared to address/solve the issues of today and tomorrow. They adapt to a changing world through creative and innovative thinking.	• Course assignments linked to problems of today, historical issues, or future concerns. Faculty may assess through rubric elements. • Student Life/Residential Life/Greek Life programming measured by the annual student survey.
Responsible citizen	Graduates take responsibility for their actions and understand their roles in the community. They engage in their communities by working collaboratively in order to promote the welfare of others.	• Required practical experience such as service learning, practicum, internship, or group project measured through student feedback, reflection, and experience supervisor. • Residential Life community standards expectations measured by annual student survey. • General Education social science requirement.
Global advocate	Graduates seek to understand the perspectives of diverse populations and consider the global impact of their decisions. They appreciate diverse perspectives and demonstrate compassion and understanding of individual and cultural differences.	• Residential Life Programming Model measured through annual student survey. • Student Life non-discrimination policy measured through annual student survey.
Lifelong learner	Graduates are self-reflective and engage in activities for self-improvement. They independently seek professional opportunities for career enhancement.	• Course content linked to Career Services, Library professionals, and national governing groups.

Attribute	Definition	Application example(s)
Effective communicator	Graduates engage in meaningful discourse in order to persuade audiences and foster understanding and respect. They communicate fluently in multiple media.	• Course assignments involving presentations to classmates, discussion boards, or written communications that include draft review. • General Education communication course.
Ethical decision maker	Graduates consider the well-being of others, relevant precedents, and their moral convictions when making decisions about the ethical questions of our changing world.	• Alcohol and sexual violence education in UNIV courses. • Course assignments that include community considerations. • Course assignments that ask students to make substantiated arguments.
Analytical thinker	Graduates use data and evidence to form judgments about complex situations.	• Culminating research, internship, or practicum evaluated by faculty supervisor, student reflection, or supervisor feedback. • General Education math/science requirement. • Course assignments that ask students to make substantiated arguments.

Table 8. Application examples for traditional undergraduate students (off-campus residents)

Attribute	Definition	Application example(s)
Adaptable problem solver	Graduates are prepared to address/solve the issues of today and tomorrow. They adapt to a changing world through creative and innovative thinking.	• Course assignments linked to problems of today, historical issues, or future concerns. Faculty may assess through rubric elements. • Student Life/Greek Life programming measured by the annual student survey.
Responsible citizen	Graduates take responsibility for their actions and understand their roles in the community. They engage in their communities by working collaboratively in order to promote the welfare of others.	• Required practical experience such as service learning, practicum, internship, or group project measured through student feedback, reflection, and experience supervisor. • General Education social science requirement.
Global advocate	Graduates seek to understand the perspectives of diverse populations and consider the global impact of their decisions. They appreciate diverse perspectives and demonstrate compassion and understanding of individual and cultural differences.	• Student Life non-discrimination policy measured through annual student survey.
Lifelong learner	Graduates are self-reflective and engage in activities for self-improvement. They independently seek professional opportunities for career enhancement.	• Course content linked to Career Services, Library professionals, and national governing groups.
Effective communicator	Graduates engage in meaningful discourse in order to persuade audiences and foster understanding and respect. They communicate fluently in multiple media.	• Course assignments involving presentations to classmates, discussion boards, or written communications that include draft review. • General Education communication course.
Ethical decision maker	Graduates consider the well-being of others, relevant precedents, and their moral convictions when making decisions about the ethical questions of our changing world.	• Alcohol and sexual violence education in UNIV courses. • Course assignments that include community considerations. • Course assignments that ask students to make substantiated arguments.
Analytical thinker	Graduates use data and evidence to form judgments about complex situations.	• Culminating research, internship, or practicum evaluated by faculty supervisor, student reflection, or supervisor feedback. • General Education math/science requirement. • Course assignments that ask students to make substantiated arguments.

Table 9. Application examples for traditional undergraduate student athletes (on-campus residents)

Attribute	Definition	Application example(s)
Adaptable problem solver	Graduates are prepared to address/solve the issues of today and tomorrow. They adapt to a changing world through creative and innovative thinking.	• Course assignments linked to problems of today, historical issues, or future concerns. Faculty may assess through rubric elements. • Student Life/Residential Life/Greek Life programming measured by the annual student survey.
Responsible citizen	Graduates take responsibility for their actions and understand their roles in the community. They engage in their communities by working collaboratively in order to promote the welfare of others.	• Required practical experience such as service learning, practicum, internship, or group projects measured through student feedback, reflection, and experience supervisor. • Residential Life community standards expectations measured by annual student survey. • NCAA/Lindenwood Student Athlete Handbook. • General Education social science requirement.
Global advocate	Graduates seek to understand the perspectives of diverse populations and consider the global impact of their decisions. They appreciate diverse perspectives and demonstrate compassion and understanding of individual and cultural differences.	• Residential Life Programming Model measured through annual student survey. • Student Life non-discrimination policy measured through annual student survey. • NCAA/Lindenwood Student Athlete Handbook.
Lifelong learner	Graduates are self-reflective and engage in activities for self-improvement. They independently seek professional opportunities for career enhancement.	• Course content linked to Career Services, Library professionals, and national governing groups.
Effective communicator	Graduates engage in meaningful discourse in order to persuade audiences and foster understanding and respect. They communicate fluently in multiple media.	• Course assignments involving presentations to classmates, discussion boards, or written communications that include draft review. • General Education communication course.
Ethical decision maker	Graduates consider the well-being of others, relevant precedents, and their moral convictions when making decisions about the ethical questions of our changing world.	• Alcohol and sexual violence education in UNIV courses. • Course assignments that include community considerations. • NCAA/Lindenwood Student Athlete Handbook. • Course assignments that ask students to make substantiated arguments.
Analytical thinker	Graduates use data and evidence to form judgments about complex situations.	• Culminating research, internship, or practicum evaluated by faculty supervisor, student reflection, or supervisor feedback. • General Education math/science requirement. • Course assignments that ask students to make substantiated arguments.

Table 10. Application examples for transfer students with all general education requirements completed (on-campus residents)

Attribute	Definition	Application example(s)
Adaptable problem solver	Graduates are prepared to address/solve the issues of today and tomorrow. They adapt to a changing world through creative and innovative thinking.	• Course assignments linked to problems of today, historical issues, or future concerns. Faculty may assess through rubric elements. • Student Life/Residential Life/Greek Life programming measured by the annual student survey.
Responsible citizen	Graduates take responsibility for their actions and understand their roles in the community. They engage	• Required practical experience such as service learning, practicum, internship, or group project

	in their communities by working collaboratively in order to promote the welfare of others.	measured through student feedback, reflection, and experience supervisor. • Residential Life community standards expectations measured by annual student survey.
Global advocate	Graduates seek to understand the perspectives of diverse populations and consider the global impact of their decisions. They appreciate diverse perspectives and demonstrate compassion and understanding of individual and cultural differences.	• Residential Life Programming Model measured through annual student survey. • Student Life non-discrimination policy measured through annual student survey.
Lifelong learner	Graduates are self-reflective and engage in activities for self-improvement. They independently seek professional opportunities for career enhancement.	• Course content linked to Career Services, Library professionals, and national governing groups.
Effective communicator	Graduates engage in meaningful discourse in order to persuade audiences and foster understanding and respect. They communicate fluently in multiple media.	• Course assignments involving presentations to classmates, discussion boards, or written communications that include draft review.
Ethical decision maker	Graduates consider the well-being of others, relevant precedents, and their moral convictions when making decisions about the ethical questions of our changing world.	• Course assignments that ask students to make substantiated arguments. • Course assignments that include community considerations.
Analytical thinker	Graduates use data and evidence to form judgments about complex situations.	• Culminating research, internship, or practicum evaluated by faculty supervisor, student reflection, or supervisor feedback. • Course assignments that ask students to make substantiated arguments.

Table 11. Application examples for online students in graduate programs (MA Higher Education courses added)

Attribute	Definition	Application example(s)
Adaptable problem solver	Graduates are prepared to address/solve the issues of today and tomorrow. They adapt to a changing world through creative and innovative thinking.	• Course assignments linked to problems of today, historical issues, or future concerns. Faculty may assess through rubric elements. (EDHE 55000, EDHE 50500)
Responsible citizen	Graduates take responsibility for their actions and understand their roles in the community. They engage in their communities by working collaboratively in order to promote the welfare of others.	• Required practical experience such as service learning, practicum, internship, or group project measured through student feedback, reflection, and experience supervisor. (EDHE 53000)
Global advocate	Graduates seek to understand the perspectives of diverse populations and consider the global impact of their decisions. They appreciate diverse perspectives and demonstrate compassion and understanding of individual and cultural differences.	• Projects that measure international students, inclusion, or marginalized populations. (EDHE 53500, EDHE 54000) • Student Life non-discrimination policy measured through annual student survey.
Lifelong learner	Graduates are self-reflective and engage in activities for self-improvement. They independently seek professional opportunities for career enhancement.	• Course content linked to Career Services, Library professionals, and national governing groups. (EDHE 50000, EDHE 53500)
Effective communicator	Graduates engage in meaningful discourse in order to persuade audiences and foster understanding and respect. They communicate fluently in multiple media.	• Course assignments involving presentations to classmates, discussion boards, or written communications that include draft review. (EDHE 50500, EDHE 52000, EDHE 52500, EDHE 55000)
Ethical decision maker	Graduates consider the well-being of others, relevant precedents, and their moral convictions when making decisions about the ethical questions of our changing world.	• Course assignments that include community considerations. (EDHE 52000, EDHE 53500) • Course assignments that ask students to make substantiated arguments. (EDU 57000, EDHE 55000, EDHE 51500)

Analytical thinker	Graduates use data and evidence to form judgments about complex situations.	• Culminating research, internship, or practicum evaluated by faculty supervisor, student reflection, or supervisor feedback. (EDHE 53000, EDHE 55000) • Course assignments that ask students to make substantiated arguments. (EDU 57000, EDHE 55000, EDHE 51500)

7.0 REQUEST FOR APPROVAL

The Committee requests your consideration and approval of this revised proposal for initial implementation in Fall 2021. Communication regarding this proposal can be sent to assessment@lindenwood.edu or directly to the authors.

8.0 REFERENCES AND FURTHER READING

"Degree Qualifications Profile." *Lumina Foundation*, 2018, www.degreeprofile.org. Accessed 20 Aug. 2020.

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APPENDIX 1: ASSESSMENT COMMITTEE AND ILO REVISION SUBCOMMITTEE MEMBERS

<u>**Assessment Committee**</u>

Chief Assessment Officer (chair): Bethany Alden-Rivers

Director of General Education Assessment: Robyne Elder

Institutional Research: Peter Weitzel, Casey Whalen

Lindenwood Online: Adam Valencic

Faculty Representatives: Tom Godar (Health Sciences), Geremy Carnes (Humanities), Andrew Smith (Arts, Media, & Communications), Jennifer Mack (Business & Entrepreneurship), Rebecca Foushee (Sciences), Mitch Nasser (Education)

Staff Representatives: Christie Rodgers (Student and Academic Support Services), Liz MacDonald (Library)

Student Representative: George Pezold

Officer: Kaitlyn Maxwell (Office of Institutional Effectiveness)

<u>**Subcommittee on Reimagining ILOs**</u>

- Mitch Nasser (Chair)
- Bethany Alden-Rivers
- Geremy Carnes
- Robyne Elder
- Tom Godar
- Kaitlyn Maxwell
- Adam Valencic
- Peter Weitzel