

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

FALL 2025 - SPRING 2026

FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS

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 Communicators (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 Communicators and Global Advocates.

2024

Community of Practice assessed Responsible Citizens and Ethical Decision Makers, and assessed Analytical Thinkers in Fall 2024.

2025

Communities of Practice for Lifelong Learners and Adaptable Problem Solvers

2026

Communities of Practice assessed Responsible Citizens in Spring 2026 and will assess Global Advocates in Fall 2026.

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.

Members of Communities of Practice, Lindenwood's model for assessing its General Education Program, carefully analyze relevant student work through Signature Assignments to ensure high-quality learning is taking place. Each General Education course and its corresponding Signature Assignment aligns to one of the seven Graduate Attributes, Lindenwood University's Institutional Learning Outcomes. The Graduate Attributes align to key skills and relevant knowledge needed for students to be successful leaders in their careers, communities, and lives.



**EFFECTIVE
COMMUNICATORS**

For example, Lindenwood's Graduate Attribute of **Effective Communicators** asserts that Lindenwood University students will engage in meaningful discourse in order to persuade audiences, foster understanding and respect, and communicate fluently in multiple media.



**RESPONSIBLE
CITIZENS**

The Graduate Attribute of **Responsible Citizens** 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.

Lindenwood University's Graduate Attributes were implemented in Spring 2023, and the Communities of Practice model has been used for assessment purposes since Fall of 2019. Therefore, many years of comparative data are available for Graduate Attribute assessment.

After data is collected during the Community of Practice, this data is analyzed, themes are developed, and Focused Learning Improvement Projects (FLIPS) are established. The Community of Practice for Effective Communicators met in Fall 2025 and the Communities of Practice for Responsible Citizens met in Spring 2026.

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Community of Practice Model of Assessment

A **Community of Practice** is a group of faculty and staff members who have 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, each aligned with one Graduate Attribute, have been formed since 2023.

- 1 Effective Communicators (formerly assessed as ILO 3.1 Written Communication and ILO 3.2 Spoken Communication)
- 2 Global Advocates (formerly assessed as ILO 2.5 Diverse Perspectives)
- 3 Responsible Citizens (formerly assessed as 2.6 Civic Responsibility)
- 4 Ethical Decision Makers (new)
- 5 Analytical Thinkers (formerly assessed as ILO 2.3 Critical Thinking)
- 6 Adaptable Problem-Solvers (new)
- 7 Lifelong Learners (new)

Graduate Attribute: Effective Communicators Fall 2025

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

ILOS-Graduate Attributes-Signature Assignments



Community of Practice for Effective Communicators

Members of the Community of Practice for Effective Communicators

- **Melissa Qualls**, Associate Professor of English, Director of General Education
- **Joe Baumann**, Assistant Professor of Writing
- **Jannah Carrasco**, Writing Specialist
- **Sue Edele**, Associate Professor of English
- **Elizabeth Fleitz**, Professor of English
- **Barbara Hosto-Marti**, Associate Professor of Political Science
- **Lynda Leavitt**, Senior Professor, Curriculum and Instruction
- **Liz MacDonald**, Director Library Services
- **Mitch Nasser**, Associate Professor of Educational Leadership
- **Michiko Nohara-LeClair**, Senior Professor of Psychology
- **Dan Plate**, Professor of English
- **Graham Weir**, Professor of Educational Leadership
- **Sherrie Wisdom**, Professor of Educational Leadership

LIONS ARE LEADERS

IN THEIR CAREERS | IN THEIR COMMUNITIES | IN THEIR LIVES

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



DISCOVER YOUR
ROAR!

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

FALL 2025 - SPRING 2026

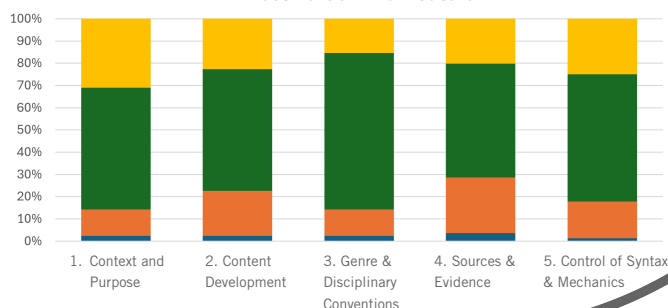
FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS



Effective Communicators Fall 2025 (Continued)

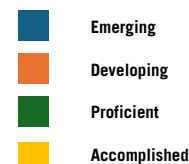
Fall 2025

84 Artifacts for ALL 2025
Effective Communicators



Criterion 1-5:

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



Methodology

Lower-Division Courses: Sample

In November, the Community of Practice convened to score lower and upper-division courses from 8- and 16-week durations. 21 Signature Assignments each from the following lower-division courses were assessed: ENGL 15000 Comp I (argument essay), ENGL 17000 Comp II (problem-solution research essay), and AAD 13600 3D Design (desktop monument project).

Upper-Division Courses: Sample

The members of this Community of Practice also assessed the following upper-division courses: 14 Signature Assignments from ENGL 33800 Medieval Literature (poetry analysis) and 8 Signature Assignments from ENGL 34101 London in the 18th Century (PowerPoint presentation with audio).

Inter-Rater Reliability

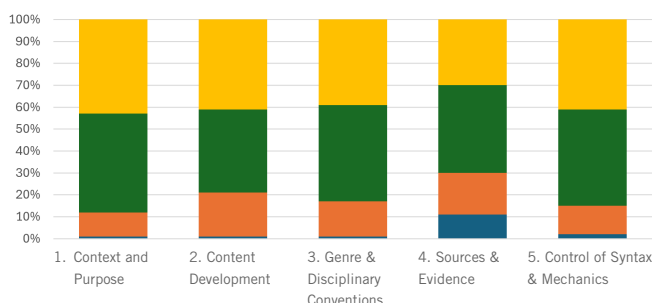
Inter-Rater Reliability is measured by analyzing how closely a pair of raters assesses the same artifact. If there is a significant gap in their scores (for example, if one member rates a criterion with a 2 and his/her/partner gives a 4), the gap is greater than one and a 3rd rater then scores. The three scores are averaged to arrive at a final score. In the initial meeting, members go through "norming practice sessions" that help identify questions and concerns. The goal is to reduce the percentage of inter-rater discrepancies.

The Rubric

The Written Communication Rubric was used previously in several Community of Practices scoring sessions. With the transition to Graduate Attributes, the General Education Task Force, specifically Sue Edele and John Troy, revised the Written Communication Rubric to align with Effective Communicators Graduate Attribute. These revisions focused on ensuring that Signature Assignments from all communication media (written, spoken, and visual) could be assessed using this rubric.

Compare Spring 2024 Results

100 Artifacts for ALL Sp 24
Effective Communicators



Inter-ratatability Discrepancies 2023/2024 vs. 2025

Spring 2023

For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one:

8% for Criteria 1;
7% for Criteria 2;
5% for Criteria 3;
7% for Criteria 4;
and 4% for Criteria 5.

Spring 2024

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.

Fall 2025

For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one:

4% for Criteria 1;
5% for Criteria 2;
1% for Criteria 3;
4% for Criteria 4;
and 2% for Criteria 5.

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FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS

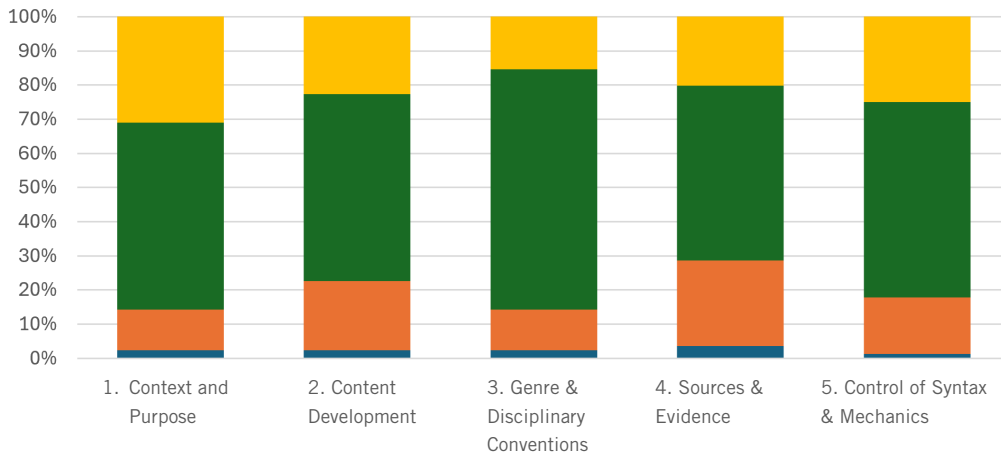


Effective Communicators Fall 2025 (Continued)

Breakdown of Effective Communicators CoP Data for All Artifacts

Fall 2025*

84 Artifacts for ALL 2025
Effective Communicators



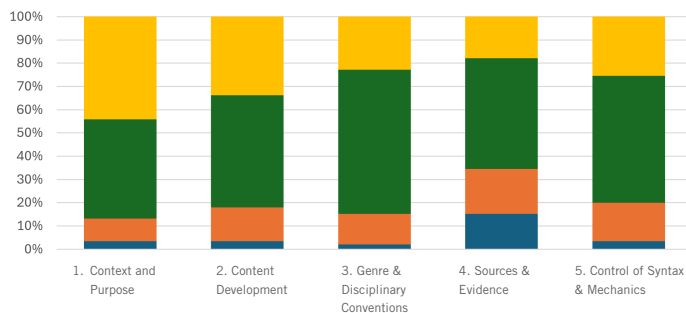
Criterion 1-5:

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

Compare Prior Results

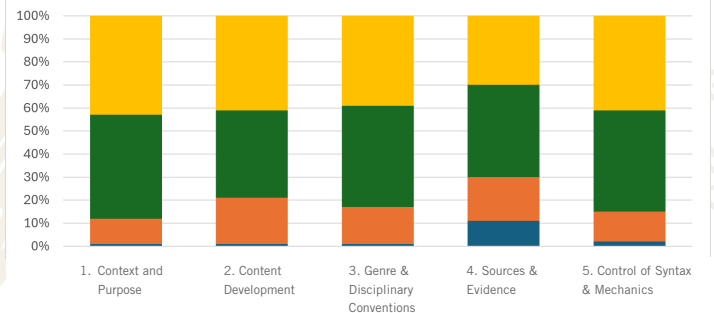
Spring 2023

145 Artifacts for ALL SP 23
Written Communication



Spring 2024*

100 Artifacts for ALL Sp 24
Effective Communicators



*Enlarged from previous page

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

FALL 2025 - SPRING 2026

FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS



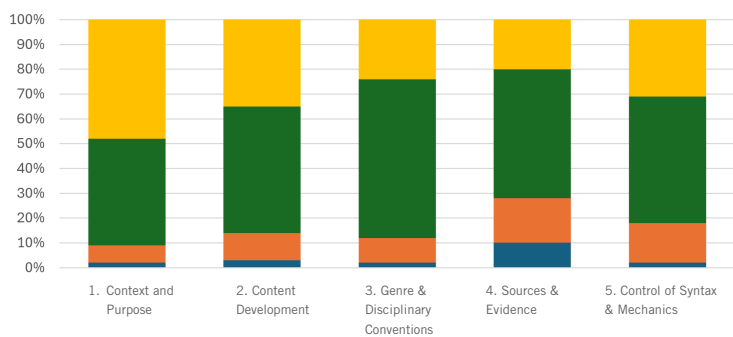
Effective Communicators Fall 2025 (Continued)

Breakdown of Effective Communicators CoP Data in Lower-Division Courses

Emerging
Developing
Proficient
Accomplished

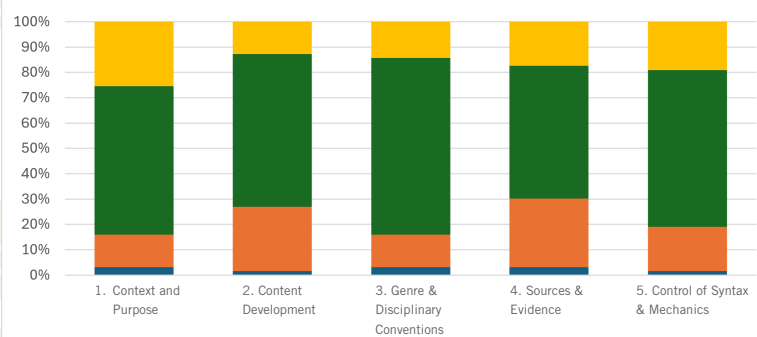
Lower-Division: Spring 2023

100 Artifacts for Lower Division SP 23
Effective Communicators



Lower-Division: Fall 2025

63 Artifacts for Lower Div FA 25
Effective Communicators



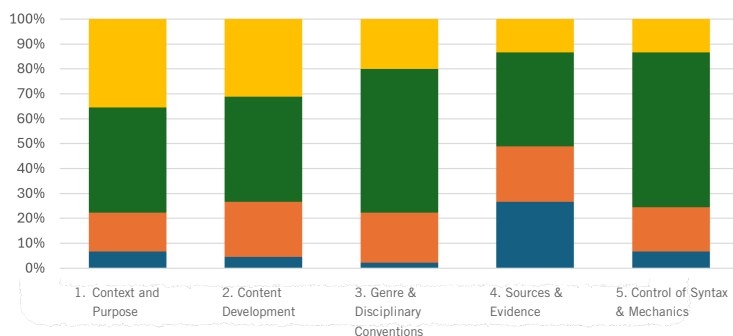
Breakdown of Effective Communicators CoP Data in Upper-Division Courses

Criterion 1-5:

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

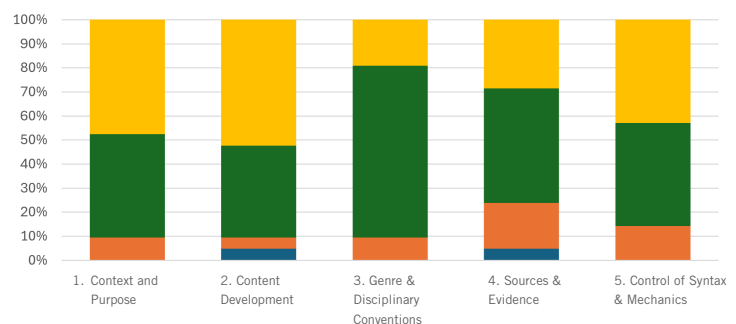
Upper-Division: Spring 2023

45 Artifacts for Upper Division SP 23
Effective Communicators



Upper-Division: Fall 2025

21 Artifacts for Upper Div FA 25
Effective Communicators



STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

FALL 2025 - SPRING 2026

FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS



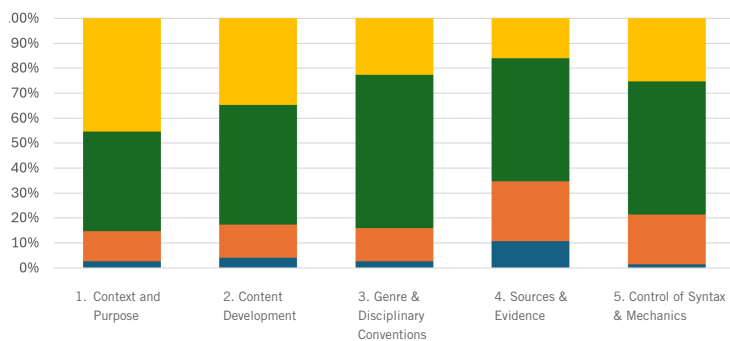
Effective Communicators Fall 2025 (Continued)

Breakdown of Effective Communicators CoP Data in 8-Week Courses

Emerging
Developing
Proficient
Accomplished

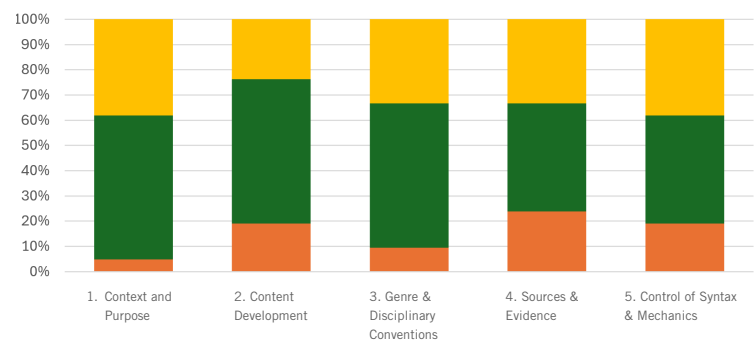
8-Week Courses: Spring 2023

75 Artifacts for all 8 wk SP 23
Effective Communicators



8-Week Courses: Fall 2025

21 Artifacts for 8 wk FA 25
Effective Communicators

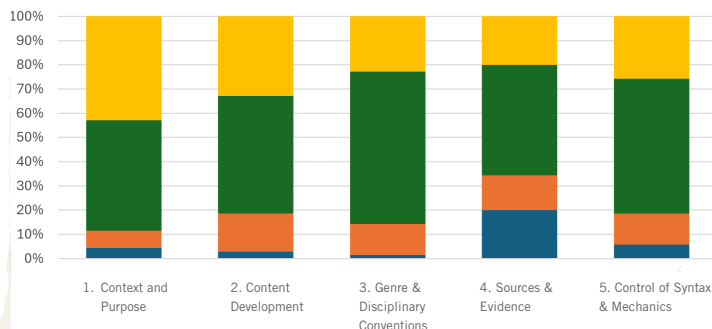


Breakdown of Effective Communicators CoP Data in 16-Week Courses

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

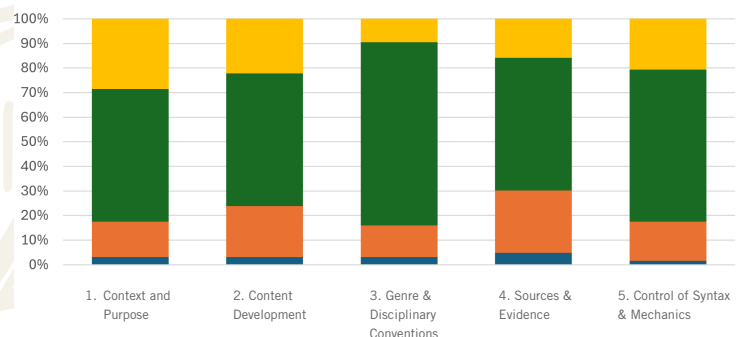
16-Week Courses: Spring 2023

70 Artifacts for All 16 wk SP 23
Effective Communicators



16-Week Courses: Fall 2025

63 Artifacts for 16 wk FA 25
Effective Communicators



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FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS

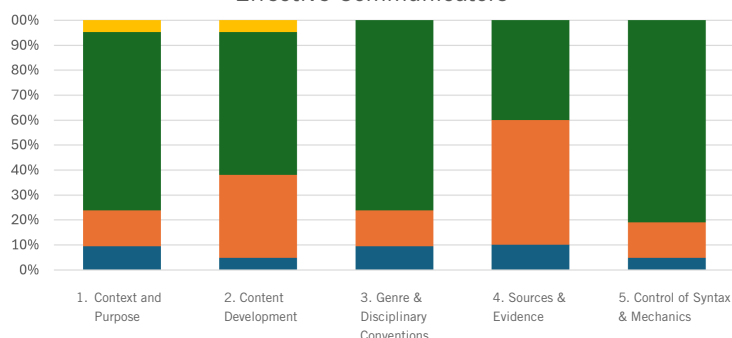


Effective Communicators Fall 2025 (Continued)

Effective Communicators CoP Data on Composition Courses

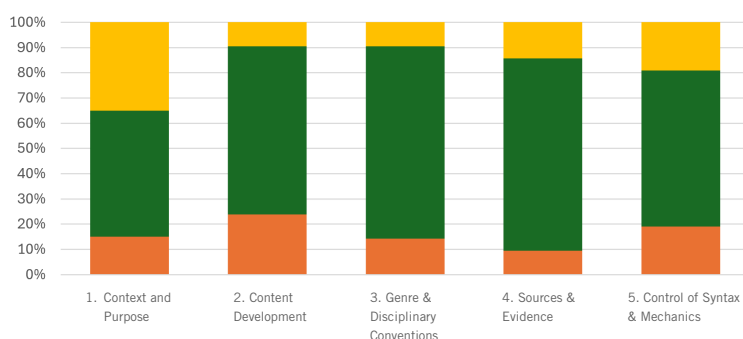
Comp I: Fall 2025

21 Artifacts for Comp I 2025
Effective Communicators



Comp II: Fall 2025

21 Artifacts for Comp II 2025
Effective Communicators



Criterion 1-5:

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



Closing the Loop for Effective Communicators Community of Practice

Broad Themes Revealed after Collecting Data and Community Feedback

Inviting instructors from all disciplines, especially those whose Signature Assignments are being assessed, was beneficial. This practice should continue.

Continuously refining the Graduate Attribute Rubrics used in Communities of Practice is essential to their effectiveness. A few wording adjustments to the Effective Communicators rubric would improve its clarity and consistency.

We saw impressive improvements in inter-reliability scores by including assignment prompts/details to give necessary and discipline-specific context. This practice should continue.

There were impressive improvements in the overall scores for all artifacts compared to previous cycles. When comparing 8-week courses, many gains can be seen in reducing the number of "emerging" students. This improvement may be a result of modality changes in the First-Year Writing Program. Most Comp I and Comp II sections are taught in 16-week formats, both in person and online. Students also scored better in the 4th Criterion "Sources and Evidence" in all graphs. This may be due in large part to the efforts of Dr. Betsy Melick, coordinator of first year writing, who has provided all Composition instructors with clear instructions, guidelines, and essay criteria for Comp I and Comp II courses. She conducts regular check-ins and ensures that adjunct instructors are meeting all expectations.

Significant improvements in overall rates between Comp I and Comp II emphasize the need for two composition courses. Students showed significant improvement, especially when integrating sources and evidence, in Comp II over Comp I.

Members were impressed by student creativity across two courses — the Signature Assignments in 3D Design and the voice-over PowerPoint presentations in an upper-division literature course — and found the rubric to be a reliable tool for evaluating written, spoken, and visual communication.

With the help of Aaron Schilling, analyst in Research and Evaluation, we created a more uniform and standardized system for graphing results that should make comparisons of data easier and clearer.

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FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS



Graduate Attribute: Responsible Citizens Spring 2026

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 Citizens Rubric

ILOS-Graduate Attributes-Signature Assignments

Methodology

The Community of Practice for Responsible Citizens met in March 2026. At the initial meeting, members assessed several sample Signature Assignments from a selection of the relevant General Education courses, all aligned with Responsible Citizens Graduate Attribute. The new rubric (which had been modified after the previous Responsible Citizens CoP in Spring 2024) was introduced, and any concerns or questions raised were answered and addressed. Paired members, in their own time, assessed 16 Signature Assignments from five GE courses.

In total, 96 Signature Assignments were assessed:

- 18 from PHS 2200 Public Health and Social Justice
- 18 from MUS 15000 Music in America
- 18 from HIST 11300 US History: The American Century
- 18 from HIST 12100 US History: The 1960s
- 24 from PS 15500 American Government: The Nation.

Community of Practice for Responsible Citizens

Members of the Community of Practice for Responsible Citizens

- **Melissa Qualls**, Associate Professor of English, Director of General Education
- **Joe Baumann**, Assistant Professor of Writing
- **Emily Colmo**, Assistant Professor of History
- **Barbara Hosto-Marti**, Associate Professor of Political Science
- **Emilie Johnson**, Senior Professor of Curriculum and Instruction
- **Lynda Leavitt**, Senior Professor, Curriculum and Instruction
- **Sharmini Nair**, Assistant Professor of Political Science
- **Catherine Shoff**, Associate Professor of Public Health
- **Michelle Trantham**, Instructor of English
- **Trey Warren**, Assistant Professor of Political Science
- **Graham Weir**, Professor of Educational Leadership
- **Sherrie Wisdom**, Professor of Educational Leadership
- **J.T. Young**, Religion adjunct instructor



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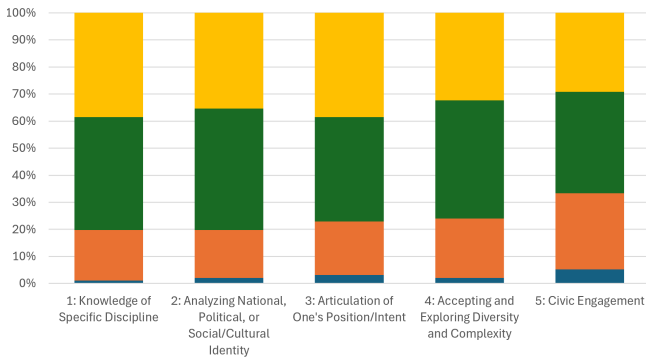
FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS

Responsible Citizens Spring 2026 (Continued)

Breakdown of Responsible Citizens CoP Data for All Artifacts

Spring 2026

96 Artifacts for SP 26
Responsible Citizen



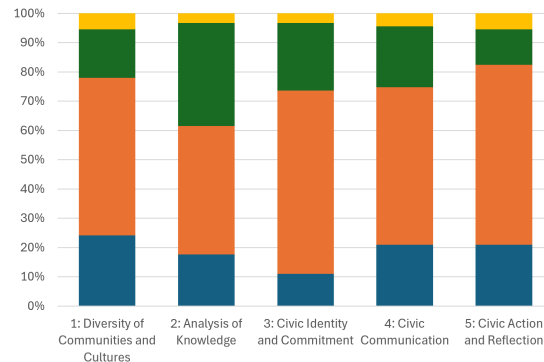
2026 Criterion 1-5:

1. Knowledge of Specific Discipline
2. Analyzing National/Political/Social/Cultural Identity
3. Articulation of One's Position/Intent
4. Accepting/Exploring Diversity and Complexity
5. Civic Engagement



Compare Spring 2024 Results*

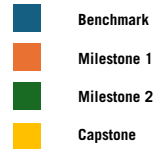
91 Artifacts for SP 2024
Responsible Citizen



*Note: In Spring 2024, members had difficulties scoring 9 artifacts using the previous rubric. Thus, only 91 out of 100 artifacts are graphed here.

2024 Criterion 1-5:

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

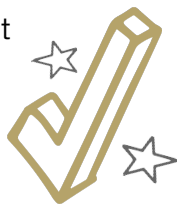


Inter-rater Reliability

Inter-Rater Reliability is measured by analyzing how closely a pair of raters assesses the same artifact.

If there is a significant gap in their scores (for example, if one member rates a criterion with a 2 and his/her/their partner gives a 4), the gap is greater than one and a 3rd rater then scores.

The three scores are averaged to arrive at a final score. In the initial meeting, members go through "norming practice sessions" that help identify questions and concerns. The goal is to reduce the percentage of inter-rater discrepancies.



Inter-reliability Discrepancies 2023/2024 vs. 2025

Spring 2024

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.

Spring 2026

For inter-rater reliability per criteria, the results showed a percentage of a gap greater than one:

8% for Criteria 1;
8% for Criteria 2;
8% for Criteria 3;
9% for Criteria 4;
and 10% for Criteria 5.

STUDENT LEARNING AND GENERAL EDUCATION ASSESSMENT REPORT

FALL 2025 - SPRING 2026

FOCUS ON EFFECTIVE COMMUNICATORS AND RESPONSIBLE CITIZENS



Responsible Citizens Spring 2026 (Continued)

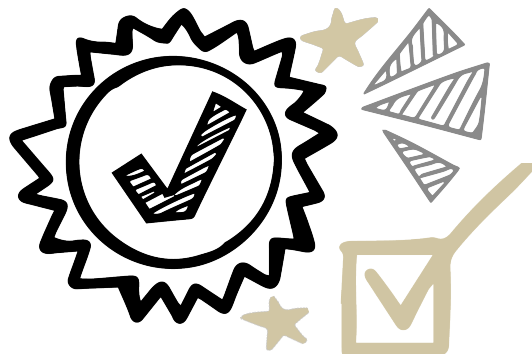
Closing the Loop for Responsible Citizens Community of Practice

Broad Themes Revealed after Collecting Data and Community Feedback

Funding

When Dr. Nichole Torbitzky became Assistant Provost of Assessment and Accreditation in December 2025, she secured funding to provide stipends for all participants in the Communities of Practice. Members felt appreciated for their time and work, and this practice should continue to ensure these Communities thrive.

Because of the funding, for the first time, an adjunct instructor participated. His input was valuable, and this practice, as well as inviting participants from various disciplines and whose Signature Assignments are being assessed, should continue.



Overall, there were impressive improvements in student scores across all Criteria. Members attributed this to improvements in the rubric, as well as creative and engaging Signature Assignments across the Colleges.

Improved Rubrics

The new, improved rubric was found to be effective and more inclusive in assessing Signature Assignments from a variety of disciplines. The data corroborates this conclusion. In Spring 2024, many participants gave 0s, indicating that the assignments did not clearly or appropriately align with the rubric. In Spring 2026, no 0s were given, and the inter-reliability rates were much stronger.

Criteria 5 (Civic Engagement) received the highest number of “Emerging” scores. In part, this is due to the wording of the rubric, which could be clearer in laying out specific expectations of what Civic Engagement looks like in a variety of disciplines. Also, some Signature Assignments did not align well with Criterion 5. Better communication of expectations for instructors and rubric alignment may help increase the scores of this particular Criterion.

Continuously refining the Graduate Attribute Rubrics used in Communities of Practice is essential to their effectiveness. A few small wording adjustments to the Responsible Citizens rubric would improve its clarity and consistency.

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Focused Learning Improvement Projects (FLIPS)

Broad Themes Revealed after Collecting Data and Community Feedback

When pulling Signature Assignments for both Communities of Practice, Director of General Education Melissa Qualls noticed many discrepancies.

Many instructors in General Education courses did not include the correct Graduate Attribute and/or Signature Assignment in their syllabi. Other times, the correct Signature Assignment was listed in the syllabus, but the assignment could not be found in the instructor's Canvas shell.

To ensure student learning outcomes are consistent and measurable, Melissa Qualls and Dr. Nichole Torbitzky will initiate several FLIPS.

★ In the 2026 Fall "Welcome Week" programming and during Adjunct Instructor Fair and Conference, Melissa Qualls will lead workshops with all instructors of GE courses. In these workshops, she will cover how to find and follow the official GE/Graduate Attribute spreadsheet. Instructors will learn the importance of creating engaging Signature Assignments that align with the corresponding rubric, and they will be made aware of the Communities of Practice Assessment process.

★ Dr. Meri Marsh, Assistant Provost of Curriculum and Innovation, will include a link to the GE/Graduate Attribute spreadsheet on the syllabi template used by all faculty members. Instructions will include the following: "Select the GE Category, Graduate Attribute, and Signature Assignment consistent with the Spreadsheet."

★ Instructors will be reminded to include clear labeling of their Signature Assignments in their Canvas shells so that the process of collecting appropriate materials for Communities of Practice will be simpler and smoother.

★ Melissa Qualls and Dr. Nichole Torbitzky will continue to refine and add consistency in wording to all Graduate Attribute rubrics tied to General Education assessment. This wording change includes modifying the Categories "Benchmark, Milestone 1, Milestone 2, and Capstone 4" to "Emerging, Developing, Proficient, and Accomplished." For each rubric, key words will be associated with each Category: "**Emerging** = minimal, incomplete, inadequate"; "**Developing** = partial, basic"; "**Proficient** = adequate"; "**Accomplished** = skillful, mastery."

★ Qualls and Torbitzky will work with new service-learning coordinator to support faculty in offering more service-learning opportunities for students.

Summit Assessment Awards Spring 2026

Liz MacDonald,
Subcommittee for
Assessment Awards,
honored three of the
2026 Assessment
Award Winners.



Dr. Dan Plate, Professor of English, won the Data Hero Award for establish/designing independent data-informed strategies for a department, activity, or institution.



Mary Silvergate, Director of the Math Success Center, won the Continuous Improvement Driver Award for leading efforts to improve student experience through specific departmental initiatives.



Dr. Gabriela Romero, Associate Dean of the College of Arts and Humanities, won the Assessment Elevator Award for making a significant contribution toward the development and innovation of assessment practices.