

REFLECTIONS & PATH FORWARD: COMMUNITIES OF PRACTICE THREE YEARS AFTER IMPLEMENTATION

Robyne Elder, EdD
Head of Academic Effectiveness



Presentation Objectives

1

DEFINE COMMUNITY OF PRACTICE MODEL OF ASSESSMENT

2

EVALUATE THE COLLABORATIVE ASSESSMENT AND CONSTRUCTIVIST ALIGNMENT PROCESS FROM ILOS TO IMPLEMENTING GRADUATE ATTRIBUTES AND SIGNATURE ASSIGNMENTS

3

REVIEW AREAS OF STRENGTH AND IMPROVEMENT OF THE COMMUNITY OF PRACTICE MODEL

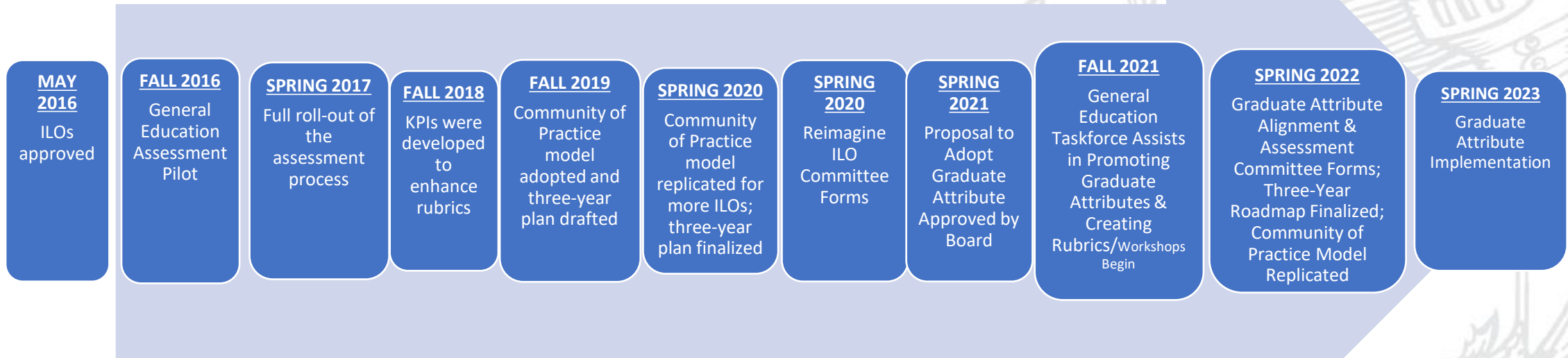
4

DISCUSS THE DEVELOPMENT OF THE NEXT THREE-YEAR ROADMAP

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GENERAL EDUCATION ASSESSMENT AT LINDENWOOD UNIVERSITY



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FALL 2019 PILOT

Community of Practice Approach to General Education Assessment

A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly. This definition reflects the fundamentally social nature of human learning. (Source: wegner-trayner.com)

- Developing capacity for expertise and experience around ILO 3.1 (Written Communication)
- Enhanced calibration/inter-rater reliability
- Building “advocacy networks” for ILO 3.1 (Written Communication)
- HLC best practice for general education assessment

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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)

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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 Innovative Thinking (ILO 2.4)

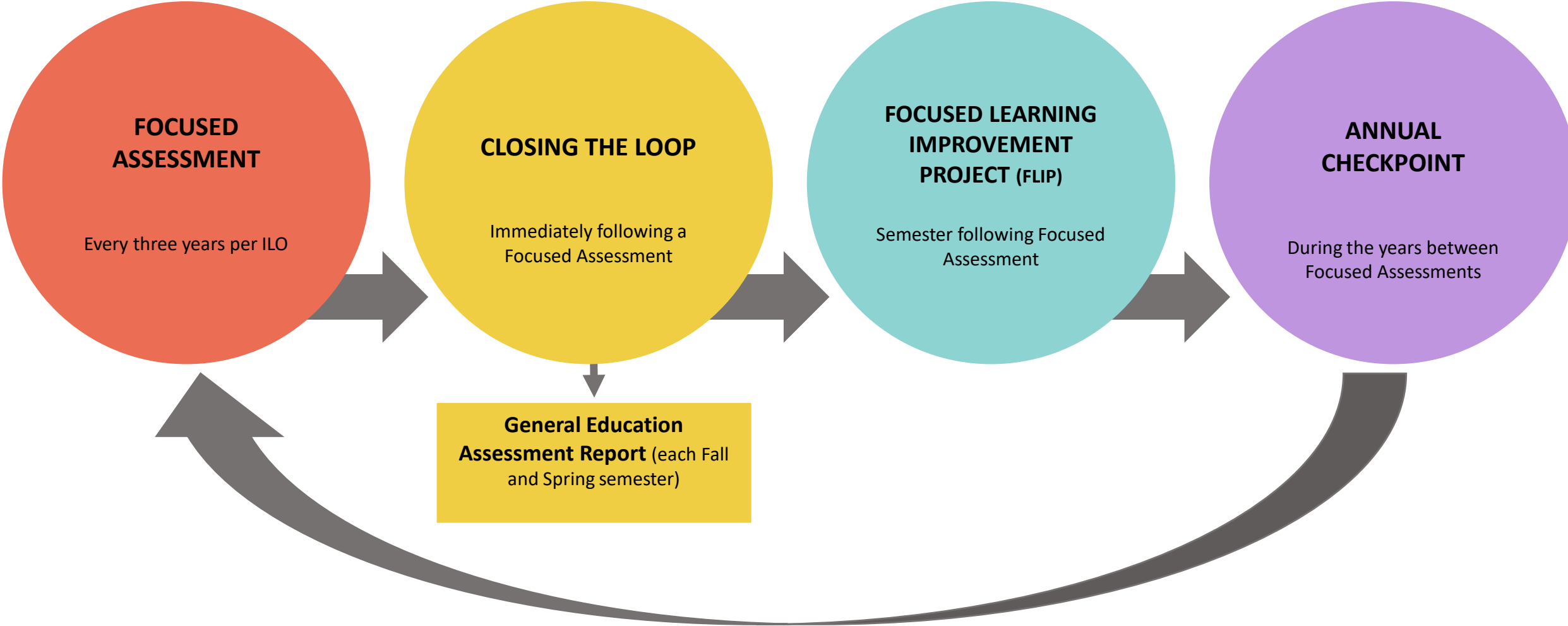


Fall 2021
Focus on Critical Thinking (ILO 2.3)



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 Diverse Perspectives"

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 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"
- ✓ Adaptive Thinking
- ✓ Design and gain approval for next three-year plan

Graduate Attributes

LIONS ARE LEADERS

A photograph of three students walking down a set of stairs. The student on the left is a man with a beard wearing a light blue button-down shirt and tan pants. The student in the middle is a woman wearing a black t-shirt with a logo and blue jeans. The student on the right is a man wearing a striped t-shirt and blue jeans. They are all looking towards the right and appear to be in conversation.

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

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GRADUATE ATTRIBUTE RUBRICS

- One major theme from all Communities of Practice (Spring 2020-Spring 2022) was student artifacts not aligning to the rubric created for assessment purposes
- Another common theme was the usefulness of such rubrics for instructors when creating assignments to align to ILOs or Graduate Attributes
- The General Education Taskforce created rubrics for Graduate Attributes during the AY 2021-2022
- Communities of Practice revised two of these rubrics (Adaptable Problem Solver and Analytical Thinking) during the same AY
- Rubrics will continue to be revised based on instructor, college, staff, and co-curricular feedback and work of communities of practice
- Rubrics for Graduate Attributes assess student benchmarks from a foundational general education through the conclusion of major coursework

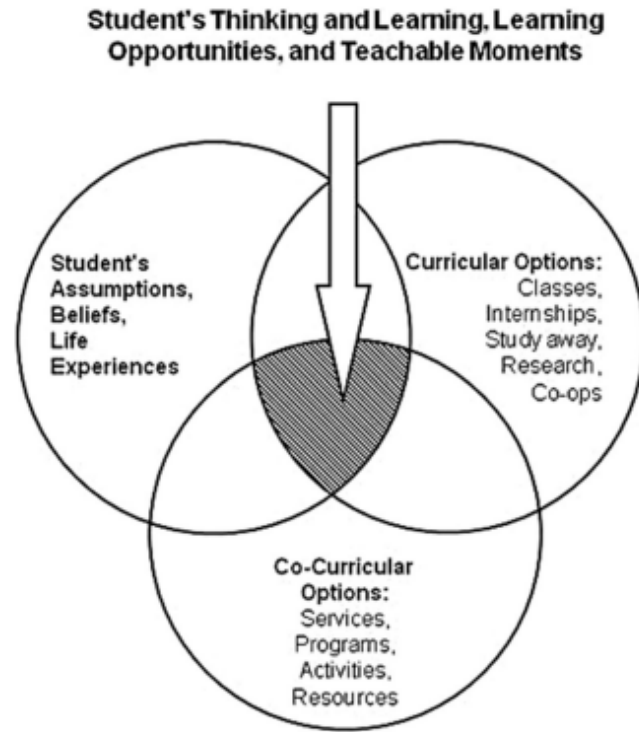


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THEORETICAL FRAMEWORKS

TRANSFORMATIVE LEARNING MODEL (OAKS, 2015)



ORGANIZATIONAL EFFECTIVENESS MODEL (OAKS, 2015)

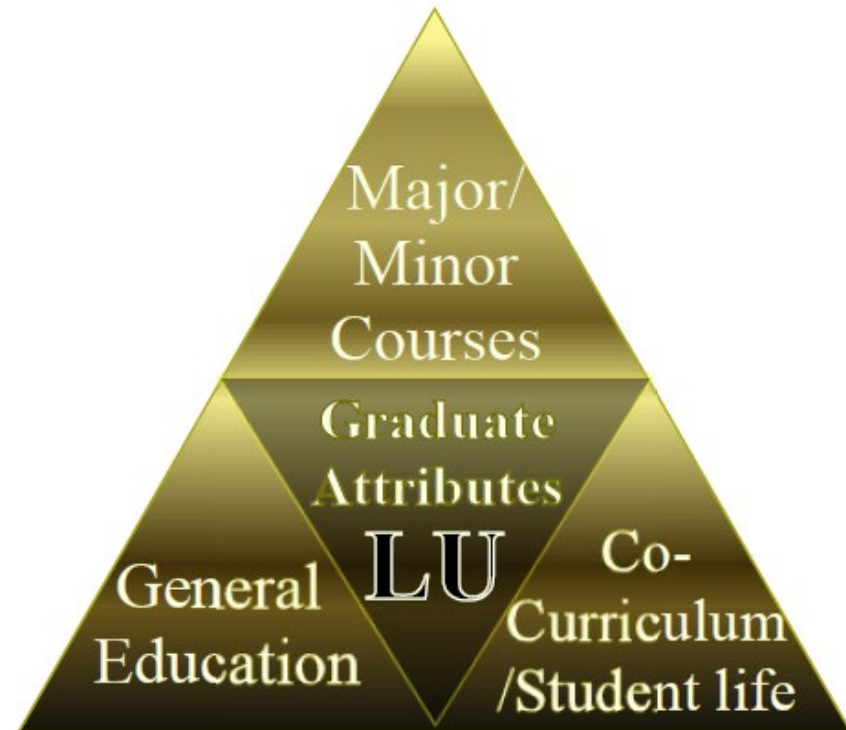


APPLICATION OF FRAMEWORKS

MACRO-MEZZO-MICRO LEVELS OF ASSESSMENT (ELDER, 2021)

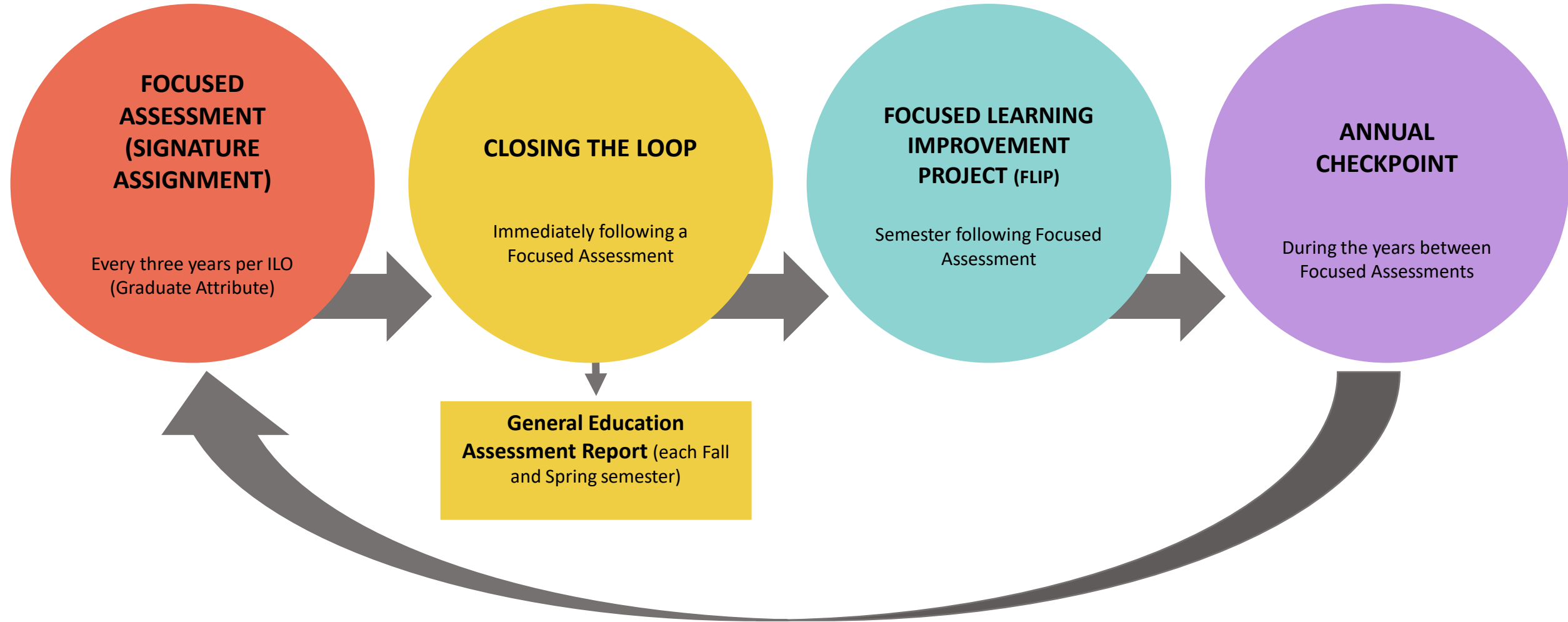


GRADUATE ATTRIBUTE FRAMEWORK (Qualls, 2021)

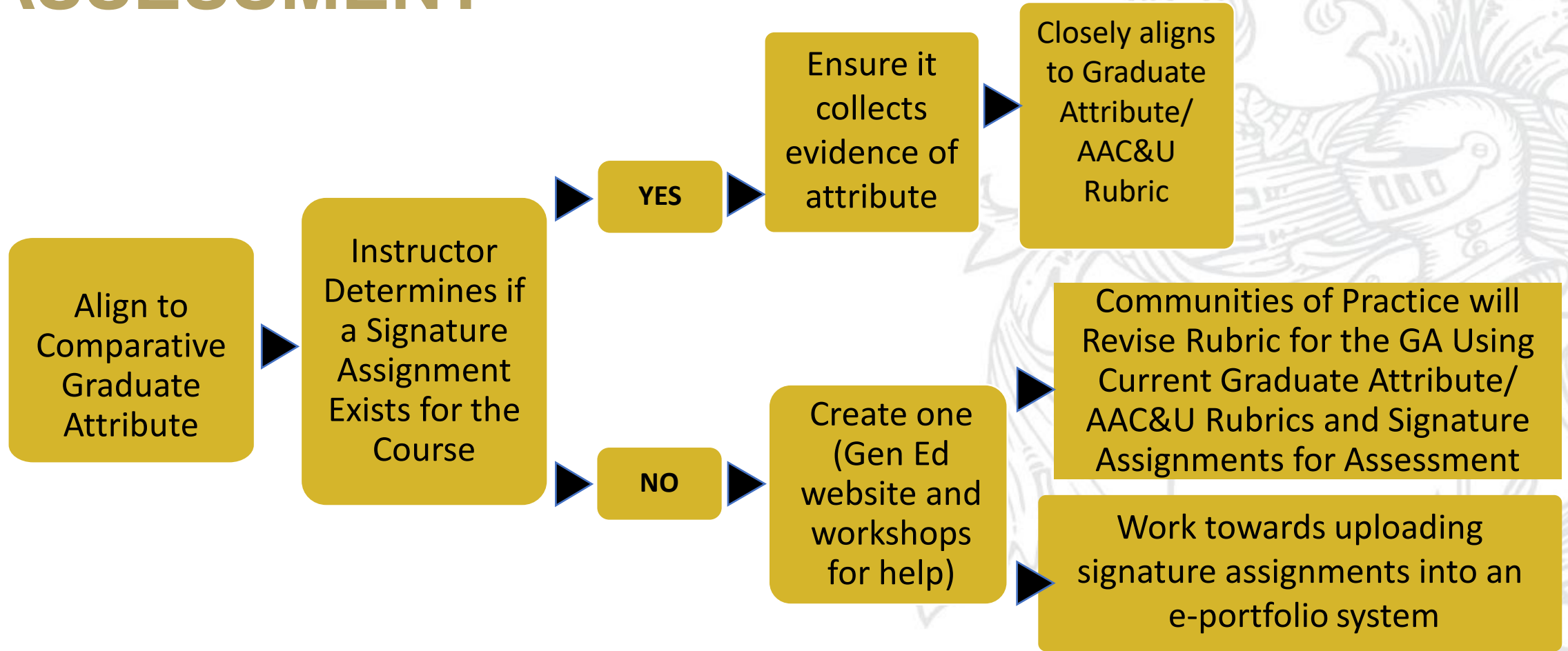


Three-Year Roadmap for General Education & Graduate Attribute Assessment

CONTINUOUS IMPROVEMENT CYCLE



GENERAL EDUCATION ASSESSMENT



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Why signature assignments?

- General Education Assessment
 - Assess student learning aligned to outcomes
 - Communities of Practice
 - [Focused Learning Improvement Projects](#)
 - [General Education & Graduate Attribute Assessment | Lindenwood University](#)
- AAC&U Rubrics
 - [AAC&U Value Report 2017](#)



What is a signature assignment?



Signature Assignments are projects that ask students to reflect on what they are learning, helping them to understand relationships between course material, broader learning outcomes, the community, and their own identity (McGrady, 2021)



Demonstrate and apply their proficiency in one or more key learning outcomes (AAC&U, n.d.).



Synthesizing, analyzing, and applying cumulative knowledge and skills through problem- or inquiry-based assignments or projects (AAC&U, n.d.).



Follows a theme across curricular and co-curricular experiences tied to the institutional mission or features of the surrounding community, allowing students to apply their growing knowledge and abilities to meaningful questions over time (AAC&U, n.d.).



Involves “real-world” application, reflective writing, or collaborative work (AAC&U, n.d.).



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What is a signature assignment?



The most distinctive feature of signature assignments is the way programs integrate them across the educational pathway to help students demonstrate their growth, make connections across the curriculum and co-curriculum, and apply their knowledge to real world problems (Peden, 2015).



Peden (2015) also discuss three facets of signature work: 1. student agency; 2. integrative projects; 3. address big problems



May want to craft a definition for own campus (Egan et al., 2018).

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Aligning Signature Assignments

- Diverse Perspectives (ILO 2.5) Focused Learning Improvement Project created and revised signature assignments in courses aligned to this outcome.
- Dr. Torbitzky created the following assignments aligned to Diverse Perspectives
 - Personal Values Essay: What are the five values/principles/standards that guide my life and choices?
 - Visitation Essay: After students go on a site visit, they answer the following: Choose a value or tradition you learned about during this trip and explain how that particular value or activity is reflected in your own tradition. What common values or action did you learn about during this trip? What did you learn from this visit that connects to your own personal commitment to a religious or secular tradition?
 - Three-Minute Thesis: Pick one of the chapters assigned for today. From whose viewpoint or perspective are we reading? What is the author's main point? What are the three strongest arguments given by the author to support that point? How reliable is the evidence given? How do we/you know it is or is not reliable?



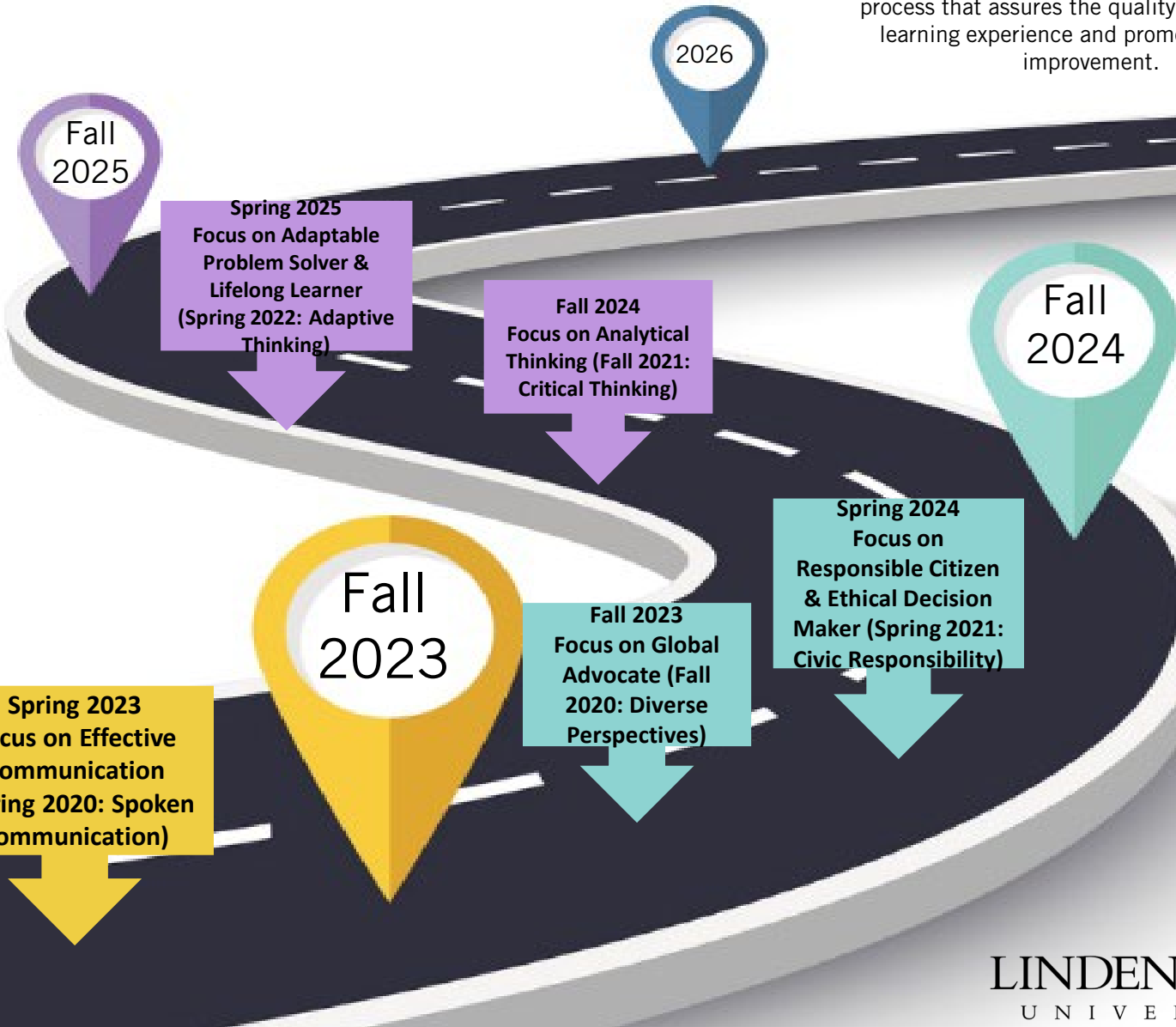
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Three-Year Roadmap for General Education Assessment: Artifacts (Signature Assignments) from 100-200 Level Courses and the Co-Curriculum

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- 2019:** Community of Practice approach piloted to enhance the reliability of the data and to provide a stronger focus on continuous improvement.
- 2020:** Community of Practice model implemented
- 2021:** Graduate Attributes created
- 2021-2022:** Graduate Attribute alignment and transition
- SP 2023:** Graduate Attribute implementation



Three-Year Roadmap for Graduate Attribute Assessment: Artifacts (Signature Assignments) from 300-400 Level Courses and the Co-curriculum

By 2023, General Education & Graduate Attribute 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
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2019: Community of Practice approach piloted to enhance the reliability of the data and to provide a stronger focus on continuous improvement.
2020: Community of Practice model implemented
2021: Graduate Attributes created
2021-2022: Graduate Attribute alignment and transition
SP 2023: Graduate Attribute implementation

2022 to 2025

Fall 2022
Focus on Written Communication (ILO 3.1)

Spring 2023
Focus on Effective Communication (Spring 2020: Spoken Communication)

Fall 2023

Fall 2023
Focus on Global Advocate (Fall 2020: Diverse Perspectives)

Spring 2024
Focus on Responsible Citizen & Ethical Decision Maker (Spring 2021: Civic Responsibility)

Fall 2024

Fall 2024
Focus on Analytical Thinking (Fall 2021: Critical Thinking)

Spring 2025
Focus on Adaptable Problem Solver & Lifelong Learner (Spring 2022: Adaptive Thinking)

Fall 2025

2026

Three-Year Roadmap for General Education & Graduate Attribute Assessment

DETAILED TASK LIST BY YEAR

2022-2023

Campaign: "The Year of Effective Communication"

FALL

- ✓ Faculty and staff continue to align graduate attributes to courses and the co-curriculum with the Graduate Attribute Alignment & Assessment Committee
- ❑ Examine and revise Rubric for Written Communication
- ✓ Identify a representative sample of Written Communication artifacts from 100-200 level courses
- ✓ Identify a representative sample of Written Communication artifacts from 300-400 level courses and the co-curriculum
- ❑ Convene Community of Practice for Written Communication for norming, scoring, and calibration
- ❑ Closing the Loop for Written Communication
- ❑ Data collection for Diverse Perspectives & Critical Thinking "Annual Checkpoint"
- ❑ Fall 2022 General Education Assessment Report

SPRING

- ❑ Faculty and staff implement graduate attributes to courses and the co-curriculum
- ❑ Launch projects to inform The Year of Effective Communication
- ❑ Examine & revise Rubric for Effective Communication
- ❑ Identify a representative sample of Effective Communication artifacts from 100-200 level courses
- ❑ Identify a representative sample of Effective Communication artifacts from 300-400 level courses and the co-curriculum
- ❑ Convene Community of Practice for Effective Communication for norming, scoring, and calibration
- ❑ Closing the Loop for Effective Communication
- ❑ Spring 2023 General Education & Graduate Attribute Assessment Report

2023-2024

Campaign: "The Year of Global Advocacy"

FALL

- ❑ Launch FLIP for Effective Communication
- ❑ Examine and revise rubric for Global Advocate
- ❑ Identify a representative sample of Global Advocate artifacts from 100-200 level courses
- ❑ Identify a representative sample of Global Advocate artifacts from 300-400 level courses and the co-curriculum
- ❑ Convene Community of Practice for Global Advocate for norming, scoring, and calibration
- ❑ Closing the Loop for Global Advocate
- ❑ Fall 2023 General Education & Graduate Attribute Assessment Report
- ❑ Conduct student focus groups for Effective Communication
- ❑ Data Collection for Effective Communication "Annual Checkpoint"

SPRING

- ❑ Launch FLIP for Global Advocate
- ❑ Examine and revise rubrics for Responsible Citizen & Ethical Decision Maker
- ❑ Identify a representative sample of Responsible Citizen and Ethical Decision Maker artifacts from 100-200 level courses
- ❑ Identify a representative sample of Responsible Citizen and Ethical Decision Maker artifacts from 300-400 level courses and the co-curriculum
- ❑ Convene Community of Practice for Responsible Citizen and Ethical Decision Maker for norming, scoring, and calibration
- ❑ Closing the Loop for Responsible Citizen and Ethical Decision Maker
- ❑ Spring 2024 General Education & Graduate Attribute Assessment Report
- ❑ Conduct student focus groups for Global Advocate, Responsible Citizen, and Ethical Decision Maker

2024-2025

Campaign: "The Year of Analytical Thinking"

FALL

- ❑ Launch FLIP for Responsible Citizen and Ethical Decision Maker
- ❑ Examine and revise rubric for Analytical Thinking
- ❑ Identify a representative sample of Analytical Thinking artifacts from 100-200 level courses
- ❑ Identify a representative sample of Analytical Thinking artifacts from 300-400 level courses and the co-curriculum
- ❑ Convene Community of Practice for Analytical Thinking for norming, scoring, and calibration
- ❑ Closing the Loop for Analytical Thinking
- ❑ Fall 2024 General Education & Graduate Attribute Assessment Report
- ❑ Data collection for Global Advocate "Annual Checkpoint"
- ❑ Data collection for Effective Communication "Annual Checkpoint"

SPRING

- ❑ Launch FLIP for Analytical Thinking
- ❑ Examine and revise rubrics for Adaptable Problem Solver & Lifelong Learner
- ❑ Identify a representative sample of Adaptable Problem Solver & Lifelong Learner artifacts from 100-200 level courses
- ❑ Identify a representative sample of Adaptable Problem Solver & Lifelong Learner artifacts from 300-400 level courses and the co-curriculum
- ❑ Convene Community of Practice for Adaptable Problem Solver & Lifelong Learner for norming, scoring, and calibration
- ❑ Closing the Loop for Adaptable Problem Solver & Lifelong Learner
- ❑ Spring 2025 General Education & Graduate Attribute Assessment Report
- ❑ Data collection for Responsible Citizen & Ethical Decision Maker "Annual Checkpoint"
- ❑ Data collection for Effective Communication "Annual Checkpoint"
- ❑ Conduct student focus groups for Analytical Thinking, Adaptable Problem Solver, & Lifelong Learner
- ❑ Design and gain approval for next three-year plan

RESOURCES

[Assessment at Lindenwood | Lindenwood University](#)

[Institutional Learning Outcomes \(ILOs\) and Graduate Attributes | Lindenwood University](#)

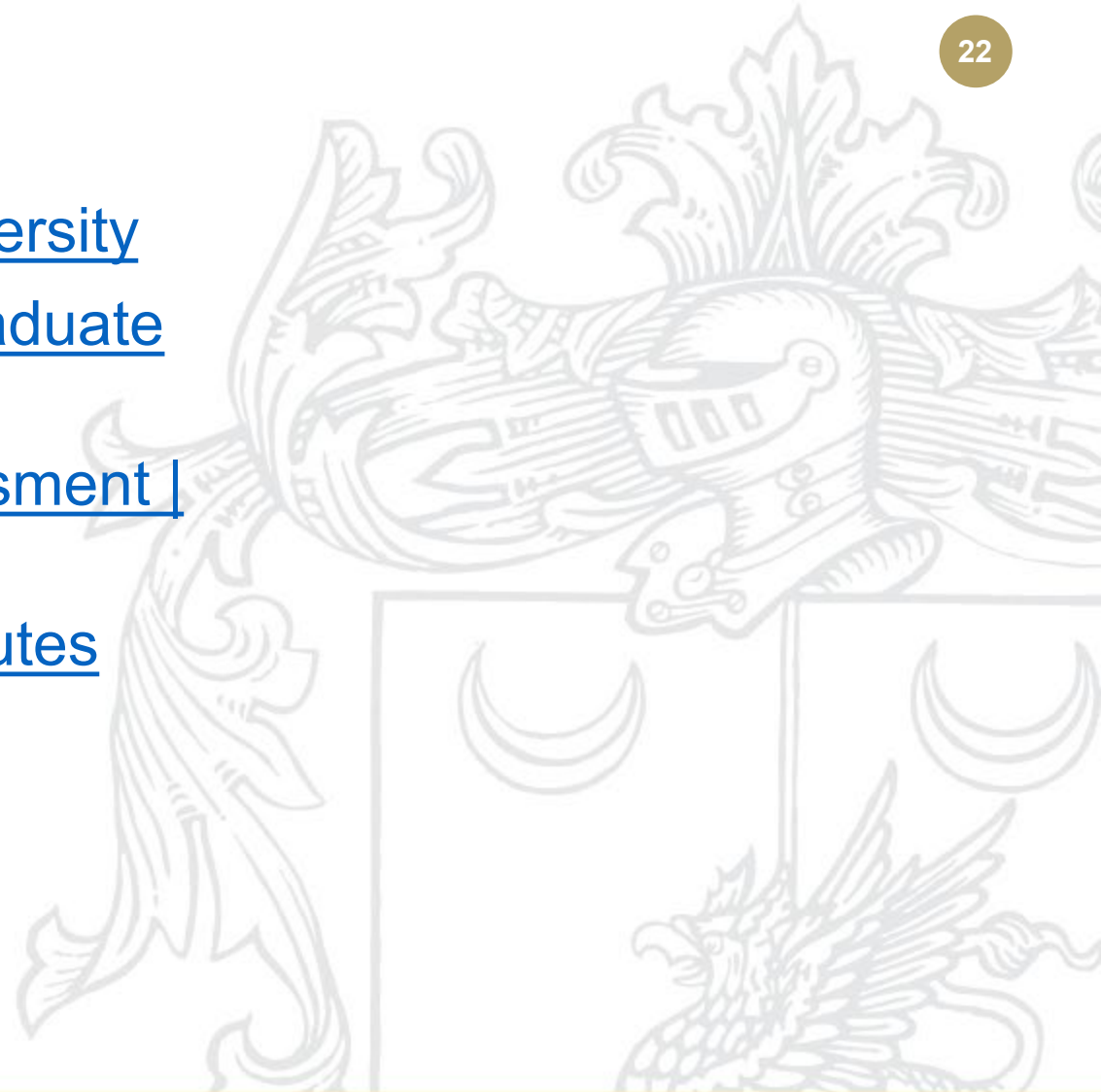
[General Education & Graduate Attribute Assessment | Lindenwood University](#)

[Proposal to Adopt Lindenwood Graduate Attributes](#)

[AI proposal 2022.docx](#)

Robyne Elder, EdD, Head of Academic Effectiveness

relder@lindenwood.edu; 314-566-4884



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References

[AAC&U. \(n.d.\). Integrating signature assignments into the curriculum and inspiring design. *Integrating Signature Assignments into the Curriculum and Inspiring Design* | Association of American Colleges & Universities \(aacu.org\)](#)

Egan, M., Kneas, K., & Reder, M. (2018, Spring). Defining and framing signature work on your campus. *Peer Review*. AAC&U. [Defining and Framing Signature.PDF](#)

Oaks, D. J. (2015). Mapping to curricular and institutional goals. *New Directions for Institutional Research*, 164, 51-60. <https://doi.org/10.1002/ir.20115>

Peden, W. (2015, Winter/Spring). Signature work: A survey of current practices. *Liberal Education*. [Signature Work a survey of cur.PDF](#)



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