



PROPOSAL TO ADOPT LINDENWOOD GRADUATE ATTRIBUTES

Figure 1.

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.

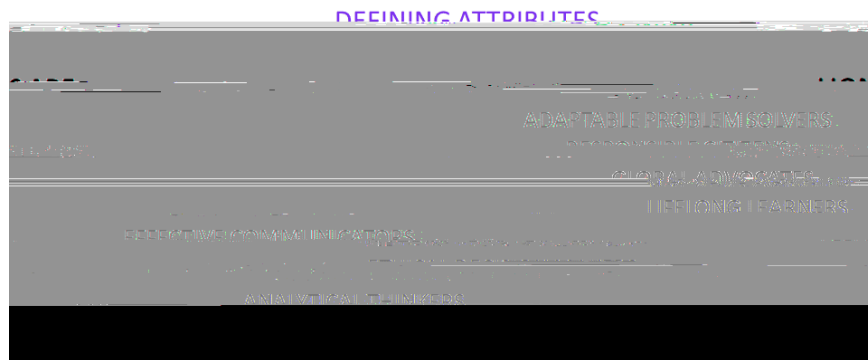


Figure 2. Proposed concept for institutional learning outcomes

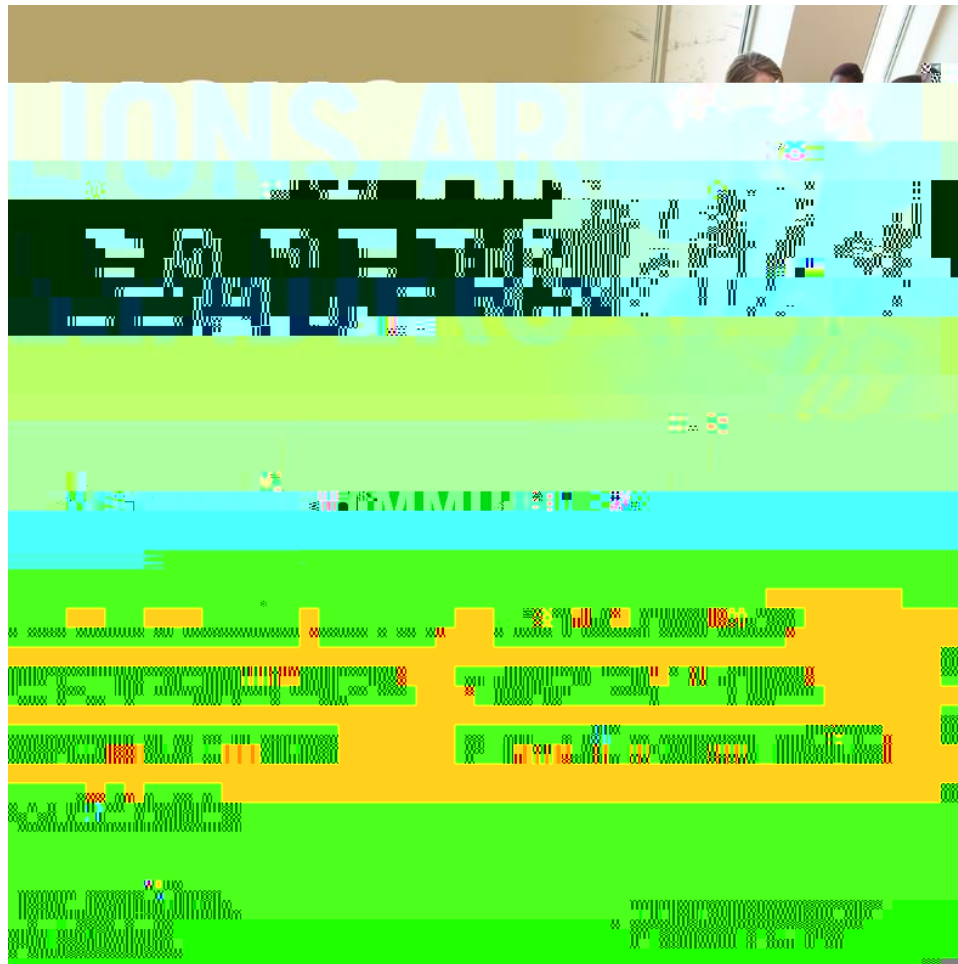


Figure 3. A possible depiction of the proposed narrative and attributes

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	

6.0 ASSESSMENT PLAN

If approved, the Committee will establish a plan to replace the current institutional learning outcomes

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	

Global
advocate

in their communities by working collaboratively in order to promote the welfare of others.

Graduates seek to understand the perspectives of

measured through student feedback, reflection, and experience supervisor.

Residential Life community standards expectations measured by annual student survey.

