Proposal to Faculty 8/19/2007

Institutional Plan for Student Assessment

Purpose
In keeping with its mission to prepare and graduate students for the marketplace and graduate school, Lincoln University takes seriously its commitment to ensuring that students leave the university with the appropriate knowledge, skills and attitudes. Assessment is the vehicle by which students’ performance is gauged when they first enter the institution, during their stay here, and after they depart campus. The ultimate purpose of assessment activity is to improve the teaching-learning process.

Process
Prior to any assessment (measurement phase) activity, clearly defined outcome statements will have been identified and publicly displayed. These desired outcomes constitute the standard to which student performance (actual outcomes) is compared. Relevant data are then collected/analyzed. Thus, actual outcomes are compared to desired outcomes and, when discrepancies are noted, faculty can initiate curricular, methodological, and/or program goal modifications.

Annual Timelines

Fall
1. Every academic department will incorporate the selected core curriculum student learner outcomes addressed in course syllabi;
2. Every academic department will incorporate selected major program student learner outcomes in course syllabi;
3. All faculty will include sufficient and appropriate opportunities in syllabi for students to master designated student learner outcomes;
4. All faculty will administer the Course/Instructor evaluations to their classes during the last two weeks of the semester;
5. Every academic department will include at least one annual goal that focuses upon assessment of student learning in their fall PAWS submission.

Spring
1. Every academic department will include in its End-of Year Report to the Dean its progress towards the assessment goal(s) stated in PAWS, including a listing of changes made to curricular content, instructional methods, and/or program goals as a result of assessment initiatives;
2. Course/Instructor evaluations data will be shared with department chairs and faculty;
3. TLE Coordinator will solicit, select, and publicize faculty members’ “best practices” of student assessment for the just-completed academic year.