



**Monitoring Report to
The Middle States Commission on Higher Education**

From

LINCOLN UNIVERSITY
of the Commonwealth System of Higher Education
Lincoln University, Pennsylvania

March 30, 2010

Subject of the Follow - up Report: Standard 14 Compliance

Accreditation Visit – April 16, 2008

Subject of the Monitoring Report

At the conclusion of the 2008 Middle States visit, the visiting team's chair stated that Lincoln University did not meet **Standard 14** for the following reasons:

1. Limited and sporadic collection of assessment data
2. Limited analysis of collected assessment data
3. Limited evidence of utilization of assessment data
4. Limited documentation of assessment data being used to evaluate and improve student learning outcomes

Further, the 2008 Middle States' visiting team made the following recommendations:

1. That a central coordinating unit for assessment be identified
2. That said unit be placed at a sufficiently high level within the Organizational Chart
3. That the unit be charged with supporting the assessment and improvement of student learning in core courses, academic major programs, and co-curricular areas
4. That the university use existing data and information in conjunction with the student learning in the core curriculum, the major, and co-curricular areas in a conceptually appropriate manner
5. That there be collection and analysis of new data and information such that a purposeful linkage to University and sub-divisional goals are being assessed is clear.
6. That all the above efforts be used to inform decision-making, planning and improvement of student learning
7. That the data systematically collected can be both quantitative and qualitative
8. These efforts are to be systematic, sustained and fully documented in writing and conform to a well-defined timetable for systematic submission of assessment reports and results

Introduction

Lincoln University seriously takes into consideration the extent to which matriculating students are learning and developing in a positive direction by virtue of the Lincoln University educational experience. Significant student learning occurs when there is a positive change in knowledge acquisition, skills development, and behaviors. In essence, the university and the particular academic program experience can have a significant impact on the development of matriculating students. To determine the extent to which matriculating students at Lincoln University are learning and developing as a result of their experiences as well as program areas where improvement is needed, we engage in a variety of specific academic curricular, academic curricular support, and co-curricular program assessments.

Academic curricular, academic curricular support, and co-curricular program assessment is the process of gathering information using various methods and sources of assessment data to systematically gauge the effectiveness of academic curricular, academic curricular support, and co-curricular program experiences. Moreover, this process documents student learning via knowledge acquisition, skills development, and positive behavioral change as a result of their collegiate experiences. The University's mission is continuously fulfilled when findings are used to inform academic curricular, academic curricular support, and co-curricular program development and improvement that subsequently enhance matriculating students' learning and developmental experiences.

We are particularly gratified in the submission of this report as a summary of the significant progress that Lincoln University has made since the spring 2008 Middle States' team visit. Moreover, we present tangible evidence of having addressed all citations relative to Standard 14 compliance issues and efforts to fully implement all recommendations suggested by the 2008 Middle States visiting team.

For each recommendation, we provide an articulation of progress achieved to date in respect to full implementation of each recommendation. In addition, we provide support to our responses by citing specific documented evidence to the effect. More specially, a set of assessment source documents accompanies this report and is liberally referenced within its contents. Program Assessment Plan source documents are:

1. *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Academic Curricular Program Assessment, Volume I. Program Assessment Cycle 2009 – 2012*
2. *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Academic Curricular Program Support Assessment. Volume II. Program Assessment Cycle 2009 – 2012*
3. *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Co-Curricular Program Assessment, Volume III. Program Assessment Cycle 2009 – 2012*

Also, an Interim Program Assessment Report source document is included with the other aforementioned documents. The document is:

Interim Program Assessment Reporting: Results and Progress on Closing the Loop. Academic Year 2009 – 2010

All of these assessment source documents were developed by the combined efforts of faculty and staff with coordination by the *Office of Academic Assessment and Learning* at Lincoln University.

I. Compliance with Middle States' Standard 14

LIMITED AND SPORADIC COLLECTION OF ASSESSMENT DATA

Strategic Action:

Lincoln University has always been engaged in assessment. Assessment is a part of any educational enterprise. However, the university recognizes that a more systematic and comprehensive set of program assessment plans and procedures for collection of assessment data is needed in order to improve student learning and matriculation.

Timeframe:

After the university established the *Office of Academic Assessment and Student Learning* and hired an Assessment Officer, *The Lincoln University Plan for the Assessment of Student Learning and Matriculation* (Vol. I, II, and III) was completed. These documents were completed on **July 24, 2009**. The design of sub-unit assessment plans was completed on **July 20, 2009**.

Results:

Heretofore the university did not have a specific university-wide *micro level program assessment* structure in place. That shortcoming has been rectified by developing a system of comprehensive program assessment plans for guiding the collection of program assessment data, analysis and reporting. All of which is designed to improve student learning and matriculation.

Three documents: *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Academic Curricular Program Assessment (Vol. I)*, *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Academic Curricular Program Support Assessment (Vol. II)*, and *the Lincoln University Plan for the Assessment of Student Learning and Matriculation – Co-Curricular Program Assessment (Vol. III)* have been developed. These documents were developed for the articulation of program assessment plans

and processes for the systematic collection of measurable assessment data in a structured and formal time sensitive manner. (*See: Program Assessment Plans in Volumes I, II, and III*) Existing academic assessment activities and initiatives were incorporated into the design of these documents. These documents are comprised of sub-unit assessment plans that are discipline and program specific for the following areas: (*See: Academic Curricular Program Assessment Plans in Volume I*)

1. General Education Core Curriculum
2. The Freshman Year Experience
3. The English Composition Program
4. Each major degree program (undergraduate and graduate)
5. Academic curricular support programs
6. Co-curricular programs

Currently, collection of assessment data is based on the organization of our comprehensive system of program assessment plans. Collected assessment data are reported in two written academic year reports. The *Interim Program Assessment Report* is a mid-year document that is designed to provide evidence of the extent to which individual programs are achieving their program goals.

The *Annual Program Assessment Report* is a documentation of progress over the entire academic year. A key element in both reports is the section titled Action Planned. This is an area in which specific use assessment results for the improvement of programs are stated. Moreover, additional relevant enumeration analyses will be used that are produced by the *Lincoln University Office of Institutional Research*.

LIMITED ANALYSIS OF COLLECTED ASSESSMENT DATA

Strategic Action:

A retrospective analysis of academic assessment activities was completed.

Timeframe:

A retrospective analysis of assessment activities (2006 – 2009) was completed on December 10, 2009. Results were incorporated in the *Interim and Annual Program Assessment Reports* beginning with the 2009 – 2010 academic year. (*See Interim Program Assessment Reports: Samples of Results and Progress on Closing the Loop*)

Results:

In the past, some program areas had collected data but too little analysis had occurred. However, the *Office of Academic Assessment and Learning* provides guidance in data analysis for all program units with an identified need. We have systemized this process so that no program unit operates in the former posture. (*See: Appendix I*)

A retrospective analysis of academic assessment activities was completed. Analytical results were used to strengthen assessment reporting. Moreover, results of those analyses were used to inform and strengthen implementation of academic curricular program assessment plans specified in *The Lincoln University Plan for the Assessment of Student Learning and Matriculation* (Vol. I). (*See Academic Curricular Program Assessment Plans in Volume I*)

Additionally, *Interim and Annual Program Assessment Reports* incorporated results of the detailed analyses of collected program assessment data. Also, relevant enumeration analyses produced by the *Lincoln University Office of Institutional Research* were incorporated in *Interim and Annual Program Assessment Reports*.

LIMITED EVIDENCE OF UTILIZATION OF ASSESSMENT DATA

Strategic Action:

Some program areas have utilized assessment data to improve programs. However, that did not occur to the extent that we would have desired. A retrospective analysis of academic assessment activity (2006 – 2009) was conducted and uncovered information containing evidence that was used for decision-making, planning and the improvement of student learning and matriculation.

Timeframe:

A retrospective analysis of academic assessment activity (2006 – 2009) was completed on December 10, 2009.

Results:

As a result of our retrospective analysis, our program assessment reporting processes were strengthened. Program areas are required to and are providing evidence of the utilization of collected program assessment data to improve programs and student learning. Samples of systematic evidence is provided in the *Interim Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*, that accompanies this report. (*See: Interim Program Assessment Reports: Samples of Results and Progress on Closing the Loop*)

More evidence will be provided in the document *Annual Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*. Therefore, the concern no longer exists. (*See: Appendix I*)

LIMITED DOCUMENTATION OF ASSESSMENT DATA BEING USED TO EVALUATE AND IMPROVE STUDENT LEARNING OUTCOMES.

Strategic Action:

A retrospective analysis of academic activities (2006 – 2009) provided a detailed review of existing evidence used for decision-making, planning and the improvement of student learning. This information was documented using a variety of existing sources of assessment data. Documented sources of existing assessment data included:

1. Existing course revisions developed by faculty
2. New courses developed by faculty
3. Minutes of academic department meetings
4. Minutes of university faculty
5. SLO documents
6. PAWS documents

Timeframe:

The retrospective analysis of academic activities (2006 – 2009) was completed on December 10, 2009.

Results:

Evidence of documented use of assessment data to evaluate and improve student learning outcomes is provided in *Interim Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*, that accompanies this report. More evidence will be provided in the upcoming document *Annual Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*. (**See: Appendix I**)

Starting with the 2009 – 2010 academic year, the *Annual Academic Assessment Report* will provide comprehensive documentation of academic assessment data being used to evaluate and improve student learning outcomes will completed on before April 20, 2010. (**See: Appendix I**)

II. The 2008 Middle States' Visiting Team Recommendations

Recommendation 1 *That a Central Coordinating Unit for Assessment be identified*

Strategic Action:

Lincoln University addressed this recommendation by establishing a Central Coordinating Unit for Assessment. The *Office of Academic Assessment and Learning* is organizationally in the Division of Academic Affairs. In addition, a website link (*Office of Academic Learning and Learning*) was added to the Academic Affairs link on Lincoln University's website homepage. (See: www.lincoln.edu/assessment)

Timeframe:

This office became functional on June 1, 2009 when an experienced Director of Academic Assessment and Learning was appointed to organize functional systematic activities in the area on academic program assessment and student learning.

Results:

The Office of Academic Assessment and Learning is the central coordinating unit for assessment. The mission and program goals of this unit are:

Mission Statement

The mission of the Lincoln University's academic assessment program is a commitment to the creation of a sustainable assessment culture of evidence supporting continuous improvement of academic programs and academic support service quality. Moreover, developing a sustainable academic assessment culture of evidence based on data will inform decision makers and produce a more positive matriculating environment for the Lincoln University matriculating student. Consequently, a more positive matriculating environment will enhance student achievement, retention, persistence and graduation rates. Therefore, Lincoln University graduates will continue to advance the institution's long legacy of producing outstanding graduates who make extraordinary contributions to local, state, regional, national and world communities.

Program Goals

The Lincoln University *Office of Academic Assessment and Learning* is primarily responsible for providing leadership through the promotion of achievement excellence in the Lincoln University student's matriculating experience. This will be accomplished by supporting a campus academic culture of evidence through self evaluation and continuous improvement. Specifically, the academic assessment program goals are to:

1. Promote university-wide academic program assessment and learning activities utilizing national, state and local best practices in the development of academic assessment standards, plans, measures and analytical approaches.
2. Serve as a general consulting resource for faculty and staff in developing assessment activities that lead to continuous improvement of academic and academic support programs that support the student's curricular and co-curricular learning experiences.
3. Work in collaboration with faculty and academic support units to update assessment program plans and implementation processes that support the maintenance of a systematic and sustainable program of academic assessment for all academic programs and academic support services.
4. Systematically collect, analyze and interpret results for decision making, improvement of academic programs and academic support services to enhance student achievement, matriculation satisfaction, retention, persistence, graduation and alumni achievement.
5. Utilize the tenets of continuous improvement and closing the loop in structured reporting of results through best practices in descriptive and inferential statistical analyses of direct and indirect assessment data derived from quantitative and qualitative sources.
6. Coordinate reporting of academic program and academic support service assessments, qualitative and quantitative studies of matriculating student experiences and academic program reviews.

The website homepage for the *Office of Academic Assessment and Learning* was launched on July 15, 2009. The link included *restricted access* and *open access* sub-links. The restricted access sub-links will be accessible to Lincoln University Faculty and Staff via ID. Significant website features include the following:

Welcome Statement

Mission Statement

Program Goals

Academic Program Assessment Report Guidelines (Restricted)

Academic Program Assessment Report Forms (Restricted)

Academic Program Assessment Plans (Restricted)

Academic Program Assessment Reports (Restricted)

Academic Program Review Cycle (Restricted)

Electronic Assessment Resource Center (Restricted)

 General Websites (Restricted)

 Sample Assessment Plans (Restricted)

 Sample Assessment Reports (Restricted)

 References (Restricted)

 Articles (Restricted)

 Occasional Papers (Restricted)

 Books (Restricted)

 Institutional Assessment Websites (Restricted)

Accreditation Agencies Sites (Open Access)

Regional Accreditation Associations

Professional Accreditations

Recommendation 2 *That said unit be placed at a sufficiently high level within the Organizational Chart*

Strategic Action:

Lincoln University's *Assistant Vice President for Academic Affairs and Director of Assessment* is a direct report of the Vice President for Academic Affairs. (See: *Appendix II & III*)

Timeframe:

Lincoln University's newly appointed *Director of Academic Assessment and Learning* commenced on June 1, 2009. The position title and responsibilities were upgraded to *Assistant Vice President for Academic Affairs and Director of Assessment* in October, 2009. (See: *Appendix III*)

Results:

The established unit exists organizationally at a sufficiently high level within the Division of Academic Affairs. This unit is directed by the *Assistant Vice President for Academic Affairs and Director of Assessment*. Lincoln University secured the services of an assessment and evaluation professional with more than twenty years of higher education assessment and evaluation experience. This individual reports to the Provost and Senior Vice President for Academic and Student Affairs. The Provost reports to the President of Lincoln University. (See: www.lincoln.edu/assessment and *Appendix II*)

Recommendation 3 *That the unit be charged with supporting the assessment and improvement of student learning in core courses, academic major programs, and co-curricular areas*

Strategic Action:

On June 1, 2009, the newly appointed a *Director of Academic Assessment and Learning* began developing a comprehensive plan for the academic assessment and subsequent improvement of student learning in core courses, academic major programs and co-curricular areas. In October, 2009, that position was further ungraded with a title change to *Assistant Vice President for Academic Affairs and Director of Assessment*. (See: *Appendix II & III*)

The initial approach was two-fold. A comprehensive set of program assessment planning documents was developed to facilitate systematic organization, collection, and analysis of present and future program assessment data. Analysis of assessment data is conducted to measure student learning and matriculation in core courses, academic majors, and co-curricular matriculating experiences.

Secondly, two regular program assessment reports are completed each academic year. Those academic assessment reports are:

1. *The Interim Program Assessment Report*
2. *The Annual Program Assessment Report*

A retrospective analysis of assessment activities was conducted to strengthen current and future program reporting of assessment results.

Timeframe:

A retrospective analysis of academic assessment activities (2006 – 2009) was completed on December 10, 2009. Also, during the academic year 2009 – 2010, these following reports are completed:

1. *The Interim Program Assessment Report* – due January 20, 2010 (completed)
2. *The Annual Program Assessment Report* – due April 16, 2010
(*See: Appendix I*)

Results:

The *Office of Academic Assessment and Learning* developed and implemented the **Lincoln University Plan for the Assessment of Student Learning and Matriculation – 2009 – 2012 – Vol. I, II, and III**. This set of documents is the blueprint for facilitating program assessment and improvement of student learning in core courses, academic major programs, and co-curricular areas. (*See: The Lincoln University Plan for the Assessment of Student Learning and Matriculation – 2009 – 2012 – Vol. I, II, and III*)

Although there are variations within each program assessment plan, those variations are reflections of the different program mission, goals, etc. However, all are connected with threads of expectations and linkages to the University's strategic plan. Institutional strategic plans are assessed at *the macro level* whereas institutional program units are assessed at *the micro level*.

The existence of such an assessment structure is the ultimate expectation of any external accrediting body. Moreover, all of Lincoln University's assessment plans and processes are consistent with expert information found in assessment literature such as *Middle States Commission Higher Education Vice President Linda Suskie's Assessment of Student Learning* (2004).

In addition, a retrospective analysis of academic assessment activities was completed. Analytical results were used to strengthen assessment reporting. The interim program assessment report (January 20, 2010) has been completed and submitted. A sample of interim program assessment reports are presented in **Interim Program Assessment Reporting: Results and Progress on Closing the Loop**, Academic Year 2009 – 2010. (*See: Interim Program Assessment Reports: Samples of Results and Progress on Closing the Loop*)

Recommendation 4 *That the university use existing data and information in conjunction with the student learning in the core curriculum, the major, and co-curricular areas in a conceptually appropriate manner*

Strategic Action:

The *Office of Academic Assessment and Learning* has systematically analyzed existing retrospective assessment data and information relative to the student learning and matriculating experiences (2006 – 2009) in the general core curriculum, the academic program majors, and co-curricular areas. That effort supported the development of conceptually appropriate program assessment plans.

Timeframe:

December 10, 2009; ongoing

Results:

This effort produced the *Lincoln University Plan for the Assessment of Student Learning and Matriculation – 2009 – 2012, Vol. I, II, and III*. Existing data and information in conjunction with student learning in core courses, majors and co-curricular programs were used in this developmental process. Therefore, a comprehensive set of conceptually appropriate program assessment plans and processes comprises the foundational structure for continuous assessment exists at Lincoln University. This system facilitates program assessment reporting that supports continuous improvement of student learning and matriculation at Lincoln University. (See: *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – 2009 – 2012, Vol. I, II, and III*)

Recommendation 5 *That there be collection and analysis of new data and information such that a purposeful linkage to University and sub-divisional goals are being assessed is clear.*

Strategic Action:

New program assessment data beginning with the **2009 -2010** academic year has been collected and analyzed with documented results. These results provide a link that demonstrates the extent to which program goals are being achieved at the sub-divisional levels (program units). There are clear contextual links to the *University Strategic Planning Goals*.

Timeframe:

Ongoing

Results:

Systematic collection and analysis of new data and information has been purposefully linked to University and sub-divisional goals. Analyses of collected data are based on program assessment plans and processes. The foundation of all program assessment plans and processes are the specific program mission, program goals and student learner goals. (See: *Lincoln University Plan for the Assessment of Student Learning and Matriculation – 2009 – 2012, Vol. 1, II, and III*)

Systematic evidence is provided in *Interim Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*, that accompanies this report. More evidence is provided in the document *Annual Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*

Recommendation 6 *That all the above efforts be used to inform decision-making, planning and improvement of student learning*

Strategic Action:

Lincoln University continues use program assessment results presented in interim and annual program assessment reports to inform decision-making, planning and improvement of student learning.

Timeframe:

September 1, 2009; ongoing.

Results:

Reported *Interim Program Assessment* results are used to inform decision-making, planning and improvement of student learning. At the end of each academic year, *Interim and Annual Program Assessment Results* are critically reviewed at the departmental, dean, divisional and presidential level. Those results provide the basis for subsequent action to close the loop and continuously improve student learning and matriculating experiences. (See: ***Appendix I***)

Systematic evidence is presented in the *Interim Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*, that accompanies this report. More evidence is provided in the document *Annual Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*. (See: ***Interim Program Assessment Reports: Samples of Results and Progress on Closing the Loop***)

Recommendation 7 *That the data systematically collected can be both quantitative and qualitative*

Strategic Action:

The systematic identification and utilization of existing assessment data including both quantitative and qualitative types is used to measure program assessment goals. The various sources of program assessment data collected are specified in each program assessment plan. (See: *Interim Program Assessment Reports: Samples of Results and Progress on Closing the Loop*)

Timeframe:

Ongoing.

Results:

All program assessment plans require systematic collection and analysis of both quantitative and qualitative assessment data. Analyses of quantitative and qualitative assessment data produce summary results that measure the extent to which program goals are being achieved. In addition, those quantitative and qualitative measures used are both direct and indirect. Each program assessment plan specifies both direct and indirect quantitative and qualitative methods used in the collection of assessment data.

Evidence of the systematic planned collection of both quantitative and qualitative assessment data is documented in *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Academic Curricular Program Assessment, Vol. I - 2009 – 2012*; *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Academic Curricular Program Support Assessment, Vol. II, 2009 – 2012*; and *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Co-Curricular Program Assessment, Vol. III - 2009 – 2012*. (See: *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – 2009 – 2012 – Vol. I, II, and III*)

Recommendation 8 *These efforts are to be systematic, sustained and fully documented in writing and conform to a well-defined timetable for systematic submission of assessment reports and results*

Strategic Action:

Starting with the upcoming academic year (2009 – 2010), assessment program process produces the following reports:

1. *The Interim Program Assessment Report – due January 20, 2010 (Has been completed)*
2. *The Annual Program Assessment Report – due April 20, 2010*

These reports present analytical results of collected assessment data and action plans for the improvement of student learning and matriculation. (*See: Interim Program Assessment Reports: Samples of Results and Progress on Closing the Loop*)

Lincoln University continues to systematically identify and utilize existing and new academic assessment data of both quantitative and qualitative types. Those sources of data collected and methods are specified in *The Lincoln University Plan for the Assessment of Student Learning and Matriculation – Academic Curricular Program Assessment, 2009 – 2012 (Vol. I, II, and III)*. (*See: The Lincoln University Plan for the Assessment of Student Learning and Matriculation – 2009 – 2012 – Vol. I, II, and III*)

Timeframe:

Ongoing.

Results:

Lincoln University's systematically conceived assessment efforts are sustainable and are fully documented in written program assessment reports. These efforts will continue. We require *Interim and Annual Program Assessment Reports*. Well defined timetables and guidelines have been established for the systematic submission of *Interim and Annual Program Assessment Reports* of assessment results. (*See: Appendix I*)

Interim Program Assessment Reports are due in January at the beginning of each spring semester. All annual program assessment reports are due two weeks before the close of the each spring semester. Current reporting guidelines are found in the appendix section of *Interim Program Assessment Reporting: Results and Progress on Closing the Loop, Academic Year 2009 – 2010*. (*See: Interim Program Assessment Reports: Samples of Results and Progress on Closing the Loop*)

The Interim Program Assessment Report gages progress at the mid - year point and addresses problems or barriers that may have occurred in the progression toward program goal(s) attainment. *The Annual Program Assessment Report* completes the academic year reporting process and establishes the action to that begins with *the Interim Program Assessment Report*.

A thorough review of assessment results presented in both the *Interim and Annual Assessment Reports* is conducted. Consequently, those assessment results are used to institute decisive action continuous improvement of student learning and matriculating experiences. (*See: Appendix I*)

At the end of the current program assessment cycle (2009 - 2012), a critical review of trend analysis and results will commence. The structure of the program assessment process provides for a systematic, fully sustainable production of written documents that conform to a well-defined timetable for reporting results and using those results to improve programs. (*See: Appendix I*)

Conclusion

Several different assessment methods and instruments are utilized to assess student learning and matriculation experience at Lincoln University. All program assessment methods can be categorized as direct and indirect assessment measures of qualitative and quantitative sources of student learning and matriculation experiences. Direct assessment measures of student learning and academic program goal achievement are techniques that require students to demonstrate knowledge, skills, and behaviors in general and specialized areas of study. Listed below are examples of types of direct assessment measures that are used to determine the extent of student learning performance and matriculation as well as academic program goal achievement at Lincoln University.

Direct Assessment Measures of Student Learning

1. Academic Course Embedded Assessment Data
2. Academic Course Reflective Journal Data
3. Academic Course/Program Portfolio Evaluation Data
4. Academic Course/Program Case Studies Data
5. Academic Course/Program Pre and Posttests Examination Data
6. Academic Program Comprehensive Exam Performance Data
7. Academic Program Capstone Project Performance Data
8. Certification/Licensure Exam Performance Data
9. National Major Field Achievement Tests
10. Academic Course/Program Internships/Clinical Evaluation Data
11. Study Abroad Program Experience Data
12. Master's Thesis/Project Performance Data

Alternatively, indirect assessment measures of student learning and matriculation experience ask students to reflect on their institution and academic programs indicating if they believe they have learned and changed as a result of the overall experience. Listed below are examples of types of indirect assessment measures that are used to determine the extent of student learning performance and matriculation as well as academic program goal achievement at Lincoln University.

Indirect Assessment Measures of Student Learning

1. Academic Program Retention Rate Data
2. Academic Program Persistence Data
3. Academic Program Graduation Rate Data
4. Academic Program Experience Data
5. Student Exit Interview Data
6. Targeted Focus Group Data
7. Employer Survey Data
8. Graduate and Professional School Success Data
9. Alumni Survey Data

Information presented in this report along with supporting source documents is based on a thorough analysis of all previously documented program assessment activities that Lincoln University has engaged. Additionally, a particularly critical review of the 2006 – 2009 period was performed. Consequently, the development a comprehensive system of program assessments was afforded by significant amounts of previously existing elements and sources of program assessment data.

At this juncture, we have systematically the assessment conversations throughout the university community. All of these conversations are based on program assessment plans, plan implementation, reporting of results, review and actions to improve programs based on program assessment results in order to “close the loop”.

Moreover, all of our assessment activities, in concert with the University’s Strategic Plan, reflect one unifying and overarching goal: To continuously improve the overall learning and overall matriculation experiences of all Lincoln University students.

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Appendices

Appendix I - Annual Calendar Program Assessment Procedures and Priorities

LINCOLN UNIVERISTY

The Division of Academic Affairs

Office of Academic Assessment and Learning

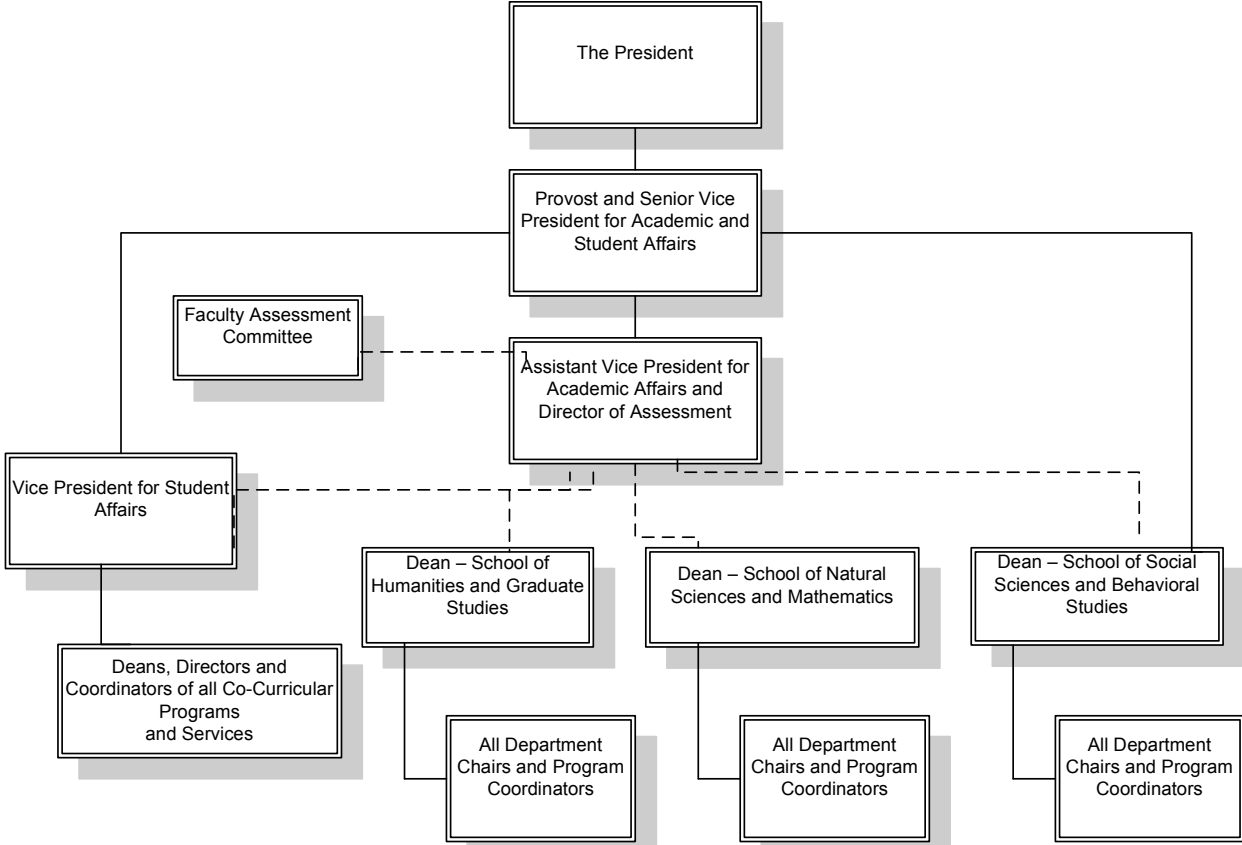
Annual Calendar of Program Assessment Procedures and Priorities

Month	Program Assessment Procedures	Timeframe
July	<i>Individual Meetings with Deans, Directors and Coordinators (12 month employees) to review end of year annual program assessment results and proposals for action in the next academic year</i>	<i>Complete draft action plans by August 15th.</i>
August	<i>Completed draft action proposals are reviewed by program faculty and program staff for final approval and implementation</i>	<i>August 16th – August 31th.</i>
September	<i>Action plans submitted to the Office of Academic Assessment and Learning; Implementation of action plans begins</i> <i>Assistant Vice President for Academic Assessment and Director of Assessment's one on one meetings with Department Chairs, Program Directors, and Program Coordinators.</i>	<i>September 1</i> <i>September - October</i>

<p>October</p>	<p><i>Assistant Vice President for Academic Assessment and Director of Assessment's one on one meetings with Department Chairs, Program Directors, and Program Coordinators</i></p>	<p><i>September - October</i></p>
<p>November</p>	<p><i>Assistant Vice President for Academic Assessment and Director of Assessment's one on one meetings with Department Faculty Members and Program Staff</i></p>	<p><i>November - December</i></p>
<p>December</p>	<p><i>Assistant Vice President for Academic Assessment and Director of Assessment's one on one meetings with each Department Faculty Members and Program Staff</i></p>	<p><i>November - December</i></p>
<p>January</p>	<p><i>Assistant Vice President for Academic Assessment and Director of Assessment's one on one meetings with Department Chairs, Program Directors, and Program Coordinators</i></p> <p><i>Interim Program Assessment Reports are submitted to the Office of Academic Assessment and Learning</i></p>	<p><i>Due on or before January 25</i></p>
<p>February</p>	<p><i>Assistant Vice President for Academic Assessment and Director of Assessment's one on one meetings with Department Faculty Members and Program Staff</i></p>	<p><i>February - March</i></p>
<p>March</p>	<p><i>Assistant Vice President for Academic Assessment and Director of Assessment's one on one meetings with Department Faculty Members and Program Staff,</i></p>	<p><i>February - March</i></p>

<p>April</p>	<p><i>Annual Program Assessment Reports are submitted to the Office of Academic Assessment and Learning</i></p>	<p><i>Due on or before April 20th.</i></p>
<p>May</p>	<p><i>Individual Reviews of Annual Program Assessment Report Results with Deans, Directors and Coordinators</i></p>	<p><i>Completed by May 30</i></p>
<p>June</p>	<p><i>All Program Assessment Plans and Reports (Interim and Annual) for the academic year posted electronically (University wide) after the completion of the reviews of assessment results</i></p>	<p><i>Completed by June 30</i></p>

Appendix II Organizational Chart



Appendix III Job Description

Lincoln University Position Description

Job Title:	Assistant Vice President for Academic Affairs / /Director of Assessment
Classification:	Administrative
Division	Academic and Student Affairs
Reports:	Provost and Vice President for Academic and Student Affairs
FLSA Status:	Exempt

Job Summary

The Assistant Vice President for Academic Affairs and Director of Assessment supports quality student learning by assisting academic programs in meeting the goals of defining learning outcomes, developing assessment strategies, and encouraging a culture of learner-centered education. These goals are accomplished by working with academic units in developing and implementing plans for assessment student learning outcomes; assisting academic units in analyzing assessment data; serving as an assessment resource for the University community, and facilitating communication about assessment activity through a variety of venues. Work is performed primarily in a university campus environment and requires a flexible schedule including evening and or/weekend work at satellite locations.

