



Lincoln University
LEARN. LIBERATE. LEAD.

www.lincoln.edu

Academic Programs Assessment Guide

Last updated October 2023

Office of Institutional Effectiveness, Research, and Planning (OIERP)

Dickey Hall, Second Floor

484-365-7842

oierp@lincoln.edu

Mission: Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), educates and empowers students to lead their communities and change the world.



First time access of Taskstream

- Refer to the First Time User Login Instructions [document](#)
 - Located on Lincoln University's Assessment webpage
- Taskstream login is available on the Assessment and the OIERP webpages
- If you have access issues, please contact OIERP

Prospective Students Current Students Parents & Family Alumni & Donors Faculty & Staff Quicklinks

Menu Lincoln University LEARN. LIBERATE. LEAD. Info

Institutional Effectiveness, Research, and Planning

Home / About / Administration / Institutional Effectiveness, Research, and Planning

Administration

- Academic Program Review
- Accreditation
- Annual Report
- Fact Book Dashboards
- Institutional Assessment
- Institutional Effectiveness, Research, and Planning**
- Institutional Research
- Institutional Effectiveness, Research, and Planning Mission
- OIERP Request for Information
- Student's Right to Know
- Survey Research
- Login to Taskstream

The Office of Institutional Effectiveness, Research, and Planning (OIERP) is responsible for ensuring data-driven decision making. The office oversees the functions of institutional research, accreditation, assessment, and planning. We strive to provide accurate, timely, and reliable information about Lincoln University.

Responsibilities include:

- Facilitating systemic, sustained and organized processes for collecting, analyzing and acting on assessment outcomes.
- Facilitating the collection of data (from both internal and external sources) and the analysis, distribution, and presentation of this information for informed and strategic planning, decision making and policy formation.
- Ensuring the accuracy of University statistics.
- Assisting academic and administrative departments in the development, analysis, and interpretation of assessment strategies to meet the goals of defined learning outcomes
- Coordinating all assessment activity at the University through the centralized support of an assessment and compliance management system
- Supporting faculty and staff in conducting effective Program/Unit Assessment
- Providing professional development and training opportunities for conducting effective and meaningful


OIERP BROCHURE

REQUEST INFORMATION

University Identification



Login to Taskstream

- Login links on LU webpages or use this URL:
<https://login.taskstream.com/signon/>
- Log in view 
- Username is your Lincoln email
- If you have access issues, please contact OIERP



Welcome to Taskstream by Watermark

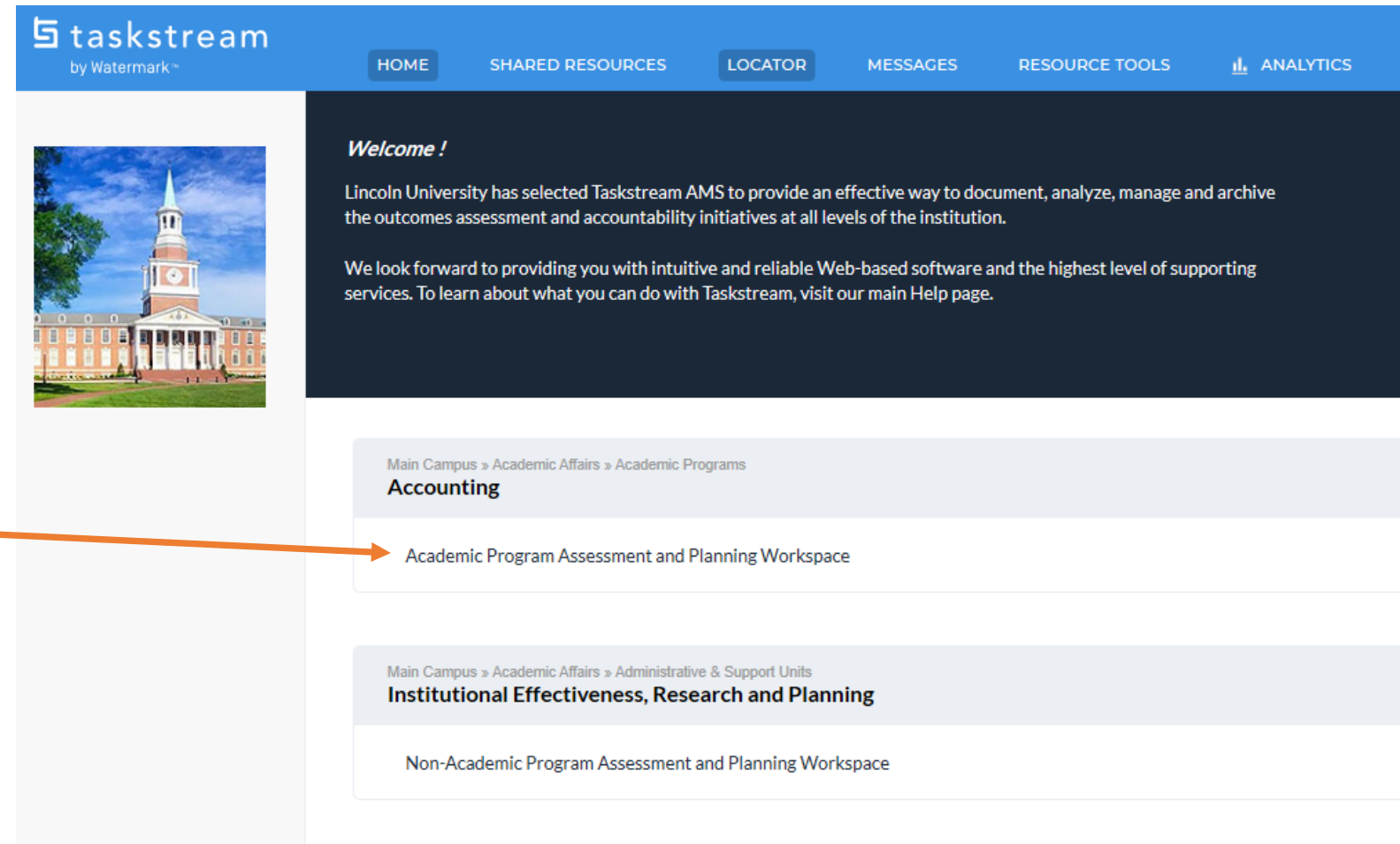
Sign In

[Forgot Login?](#) [Create/Renew Account](#) [Get Help](#)



Home Page View

- All the programs that you have access to will be visible from your homepage
- Click on the “Academic Program Assessment and Planning Workspace”
- If program name is not visible, please contact OIERP

A screenshot of the Taskstream AMS homepage. The page has a blue header with the "taskstream by Watermark" logo and navigation links: HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. Below the header is a dark blue banner with a "Welcome!" message and a photograph of a Lincoln University building. The main content area is white and contains two sections. The first section is titled "Accounting" and includes a link for "Academic Program Assessment and Planning Workspace". The second section is titled "Institutional Effectiveness, Research and Planning" and includes a link for "Non-Academic Program Assessment and Planning Workspace". An orange arrow points from the text in the list to the "Academic Program Assessment and Planning Workspace" link.



Example Assessment Workspace

- Left hand side menu contains sections of report
- Click on appropriate section to view content
- Click on Check Out button to add/edit content (upper right hand side)
- Click on HOME to return to view other reports

A screenshot of the Taskstream Assessment Workspace interface. The top navigation bar is blue and contains the Taskstream logo, "HOME", "SHARED RESOURCES", "LOCATOR", "MESSAGES", "RESOURCE TOOLS", and "ANALYTICS". Below this is a dark blue header with "DEMO AREA | PREVIEW" and "Workspace :Academic Program Assessment and Planning Workspace". To the right of the workspace name are buttons for "Edit Content", "Discussion", "Submission & Read Reviews", "Publish", and "Options & Info". The main content area is titled "Edit Content:" and contains a light blue note box with a location pin icon. The note reads: "Note : This is a preview/demo area that is provided to workspace managers to simulate the experience of an actual workspace participant. Work that you enter here will not affect actual participating areas since they have their own workspaces. Select item to edit from the left panel to view, add, or edit content." On the left side, there is a sidebar menu with a "General Information" section and three expandable sections: "Standing Requirements" (with sub-items: Mission Statement, Program Goals, Program Student Learning Outcomes, Curriculum Map), "2019-2020 Assessment Cycle" (with sub-items: PSLO History, Assessment Plan, Assessment Findings (Results), Operational Plan (Using Assessment Results for Program Improvement), Status Report), and "Archived Assessment Data" (with sub-items: 2016-2017 Assessment Cycle, 2017-2018 Assessment Cycle, 2018-2019 Assessment Cycle). The sidebar also includes "EXPAND ALL" and "COLLAPSE ALL" buttons.



LU Common Rubrics

- Click on General Information
- Common Rubrics will then be visible here
- Click on rubric name to download the rubric

Lincoln University
LEARN. LIBERATE. LEAD.

HOME SHARED RESOURCES LOCATOR MESSAGES RESOURCE TOOLS

DEMO AREA | PREVIEW

Workspace :Academic Program Assessment and Planning Workspace

EXPAND ALL COLLAPSE ALL

General Information

- Standing Requirements
 - Mission Statement
 - Program Goals
 - Program Student Learning Outcomes
 - Curriculum Map
- 2023-2024 Assessment Cycle
 - PSLO History
 - Assessment Plan
 - Assessment Findings (Results)
 - Operational Plan (Using Assessment Results for Program Improvement)
 - Status Report
 - Feedback
- 2022-2023 Assessment Cycle

General Information (Academic Program Assessment and...)

Work Not Started

Overview

Common Rubrics are attached:

- ILO 1: Effective Written, Verbal, and Visual Communication
- ILO 2: Technology and Information Literacy
- ILO 3: Diversity Awareness and Cultural Awareness
- ILO 4: Social Responsibility and Civic Engagement
- ILO 5: Critical Thinking and Reading
- ILO 6: Lincoln Legacy
- ILO 8: Integrative and Lifelong Learning

File Attachments:

- [ILO 1 : Effective Written, Verbal, & Visual Communication - PresentationRubric2022.pdf](#)
- [ILO 1: Effective Written, Verbal, & Visual Communication Written Com Rubric2022.pdf](#)
- [ILO 2: Information Literacy Rubric 2020](#)
- [ILO 3: Diversity Awareness and Cultural Awareness Rubric 2022.pdf](#)
- [ILO 4: Social Responsibility and Civic Engagement Jan. 2023.pdf](#)
- [ILO 5: Critical Thinking Rubric Pilot May 2023.pdf](#)
- [ILO 6: Lincoln Legacy 2021](#)
- [ILO 8: Integrative & Lifelong Learning 2021](#)



Standing Requirements

- 1. Mission Statement:** Please indicate the mission of your program. A mission statement is a brief statement of the general values and principles which guide the department goals. For example, The mission of the Global Health degree program is to prepare students for employment in various global health related areas and/or for the pursuit of advanced degrees in global health or other health related professional schools by educating them in the concepts, knowledge and skills associated with global health.

A mission statement should answer 4 questions:

- a. Who are we?
- b. What do we do?
- c. Why do we do it?
- d. For whom do we do it?

- 1. Program Goals:** List your program goals. Examples:
 - a. Develop study habits through problem exercises and practice to support academic success
 - b. To prepare students to conduct research on global health issues and communicate impact to global stakeholders
 - c. To prepare students for employment and/or to enter graduate or professional school.



Standing Requirements (continued)

- 1. Program Student Learning Outcomes (PSLOs):** List all the PSLOs for your program. Map the PSLOs to the Institutional Learning Outcomes.

Examples: Students will be able to....

- a. Interpret numerical displays of data and apply quantitative skills and reasoning to global health issues. (map to ILO 7: Scientific and Quantitative Reasoning)
- b. Evaluate and determine the appropriate resources to be used in a research paper. (map to ILO 2: Technology and Information Literacy)
- c. Communicate effectively global health concepts and issues. (map to ILO 1: Effective Communication)

Institutional Learning Outcomes (ILOs):

- ILO 1: Effective Written, Verbal, and Visual Communication
- ILO 2: Technology and Information Literacy
- ILO 3: Diversity Awareness and Cultural Awareness
- ILO 4: Social Responsibility and Civic Engagement
- ILO 5: Critical Thinking and Reading
- ILO 6: Lincoln Legacy
- ILO 7: Scientific and Quantitative Reasoning
- ILO 8: Integrative and Lifelong Learning



Standing Requirements (continued)

- 4. Curriculum Map:** Provide a curriculum map for your program courses. The curriculum map will show how PSLOs are addressed in courses throughout the program. Provide a course list and map the course to the appropriate PSLOs.

Use the following codes, as appropriate.

- X=Level not assigned
- I=Introduced: knowledge and skills are introduced; learners are expected to understand the skill or concept well enough to explain it
- R=Reinforced: Learners are able to go beyond knowledge and skill or applicable of the knowledge or concept in different contexts. Learners still need guidance and feedback as they practice using the knowledge and skills
- M=Mastery: Learners are able to independently apply the knowledge and skill in a variety of situations. Learners are able to reflect on their own applicable of knowledge

NOTE: In Taskstream, codes are provided at the bottom of the table.

Global Health

Courses and Activities Mapped to Global Health

	1. Effective Communication	2. Think Critically	3. Quantitative Skills	4. Research Skills	5. Disease Causation	6. Policy and Perspectives
	1. Communicate effectively global health concepts and issues	2. Think critically regarding complex global health problems.	3. Interpret numerical displays of data and apply quantitative skills and reasoning to global health issues.	4. Complete an independent research project on global health and formulate an impact statement.	5. Relate disease causation and the relationship between health and the environment.	6. Describe the interconnected approaches, policies, communities and perspectives that impact the field of global health.
Courses and Learning Activities						
GLHE 101 Global Health I	I		I			
GLHE 102 Global Health II		I		I	I	
GLHE 201 Global Health Perspectives I	I		I			I
GLHE 202 Global Health Perspectives II		R	R		I	



Current Assessment Cycle

5. **PSLO History:** Review the PSLO history and revise as appropriate. Refer to PSLO history and multi-year assessment plan when developing the current cycle assessment plan. Ensure that over a specific timeframe, all the PSLOs in the program will undergo assessment.
6. **Assessment Plan:** Per the multi-year assessment plan, identify the PSLOs scheduled for assessment.
 - a. For the PSLOs selected, what assessment measures will be used? For example, case study, debate, exhibition of work, exam, group work, lab, oral presentation, performance, problem sets, service learning, studio, written work, other.
 - b. Select the measure type/method that best applies to the assessment method indicated: Direct choices: student artifact, exam, portfolio, other; Indirect choices: Survey, focus group, interview, other
 - c. In what course(s) will the PSLO(s) be assessed? List all courses that will be assessing this PSLO during this cycle
 - d. What is the Benchmark level or Acceptable Target? For example, 75% of students will achieve level 2 (or higher) in 3 (or more) of the categories of the Presentation rubric
 - e. In which term will the assessment occur? For example, Fall 2023
 - f. Who are the Key/Responsible Personnel? For example, instructors teaching the course, support personnel, etc.
 - g. Optional: Include supporting documents in submission. For example, assignments, rubrics, etc.

Best Practice suggestions:

- utilize more than one type of assessment method (refer to 6a.)
- measure at more than one level (more than one course); e.g. Refer to curriculum map for Introduced, Reinforced
- and Mastery levels.



Current Assessment Cycle (continued)

7. Assessment Findings (Results): What did you learn from this assessment?

- a. Summary of findings: Counts (# of students) for: enrolled, assessed, did not meet, met, exceeded benchmark. For example, 40% of students scored 2 or higher in at least 3 categories of the presentation rubric. 55 students were assessed in 2 sections of this course.
- b. Recommendations: Provide an analysis and how you will use this information moving forward. For example, increase time in class devoted to presentation skills
- c. Reflections (optional): For example, collaborate with colleagues and CETL regarding presentation skill resources and best practices.
- d. Select whether the benchmark level (acceptable target) was: Not met, Met, or Exceeded.
- e. Upload student artifacts for each category: Not met, Met, and Exceeded, as appropriate. Reminder to remove student identifying information.
- f. Overall Recommendations and Overall Reflections may also be provided.

NOTE: If more than one type of assessment measure was utilized, submit assessment findings for each measure.

Additionally, if more than one PSLO was assessed, submit assessment findings for each PSLO.



Current Assessment Cycle (continued)

8. Operational/Action Plan (Using Assessment Results for Program Improvement): How will you use what you learned from this assessment? What actions will you take to support the students and teaching/learning?

Provide at least one action.

- a. An Action item title: For example, Presentation Skills
- b. Action details: For example, allow more time in class to model and practice presentation skills
- c. Implementation plan: For example, next academic year
- d. Key/Responsible personnel: For example, Instructor name(s), academic support personnel, etc.
- e. Measures of the action: For example, increase by 2% number of students scoring 2 or higher on at least 3 categories of the presentation rubric
- f. Resources needed: For example, funding for online resources for students
- g. Optional: Supporting documents may be attached

8. **Status Report:** To be completed after implementation of the action. Select the appropriate choice regarding status of operational plan: Not started, In progress, Completed, Not implemented



Archived Assessment Data

9. **Archived Assessment Reports** - compiled from the Xitracs reporting system

- a. 2016-2017 Assessment Cycle
 - b. 2017-2018 Assessment Cycle
 - c. 2018-2019 Assessment Cycle
 - d. *2019-2020 Assessment Cycle
-
- *If Assessment reporting was started in the Xitracs reporting system for the 2019-2020 Assessment Cycle, the information was compiled and is saved here as a resource for Taskstream assessment reporting



Support or Questions?

Office of Institutional Effectiveness, Research, and Planning

Dickey Hall, 2nd Floor
OIERP: 484-365-7842
oierp@lincoln.edu