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# Academic Programs Assessment Guide

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

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**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

## INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND PLANNING

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

### Request Information

Please submit all requests to the Office of Institutional Effectiveness, Research, and Planning [here](#).

### University Identification

IPEDS ID: 213598  
OPE ID: 00329000  
Carnegie Classification - Master's Colleges & Universities: Medium Programs

### WITHIN THIS SECTION

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## 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

taskstream  
by Watermark™

HOME SHARED RESOURCES LOCATOR MESSAGES RESOURCE TOOLS ANALYTICS

**Welcome !**

Lincoln University has selected Taskstream AMS to provide an effective way to document, analyze, manage and archive the outcomes assessment and accountability initiatives at all levels of the institution.

We look forward to providing you with intuitive and reliable Web-based software and the highest level of supporting services. To learn about what you can do with Taskstream, visit our main Help page.

Main Campus » Academic Affairs » Academic Programs  
**Accounting**

Academic Program Assessment and Planning Workspace

Main Campus » Academic Affairs » Administrative & Support Units  
**Institutional Effectiveness, Research and Planning**

Non-Academic Program Assessment and Planning Workspace



# 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, a 'HOME' button, and links for '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 header are buttons for 'Edit Content', 'Discussion', 'Submission &amp; Read Reviews', 'Publish', and 'Options &amp; Info'. The left sidebar is light blue and contains a menu with sections: 'General Information', '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 main content area is white and titled 'Edit Content:'. It contains a light blue box with a note: '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.'

# LU Common Rubrics



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

The screenshot shows the Taskstream workspace interface for Lincoln University. The top navigation bar includes links for HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. The main content area is titled 'DEMO AREA | PREVIEW' and shows a workspace for 'Academic Program Assessment and Planning'. The left sidebar has a 'General Information' section expanded, showing a list of items including 'Standing Requirements' (Mission Statement, Program Goals, Program Student Learning Outcomes, Curriculum Map) and '2019-2020 Assessment Cycle' (PSLO History, Assessment Plan, Assessment Findings (Results), Operational Plan (Using Assessment Results for Program Improvement), Status Report, Feedback). The main content area shows the 'General Information' section with a 'Work Not Started' status. It includes an 'Overview' section with text about the workspace template and a list of common rubrics: ILO 1: Effective Communication, ILO 2: Technology and Information Literacy, ILO 6: Lincoln Legacy, and ILO 8: Integrative and Lifelong Learning. Below this is a 'File Attachments' section listing five rubrics: 1. ILO 1: Presentation Rubric, 2. ILO 1: Writing Rubric, 3. ILO 2: Information Literacy Rubric, 4. ILO 6: Lincoln Legacy, and 5. ILO 8: Integrative and Lifelong Learning. Arrows from the text on the left point to the 'General Information' section in the sidebar and the list of rubrics in the main content area.



# 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. If applicable, 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 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
- 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.



## Current Assessment Cycle

5. **PSLO History:** Review the PSLO history and revise as appropriate. Refer to PSLO history 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:** Identify at least 1 PSLO that will be assessed this cycle.
  - a. For this PSLO, how will the student knowledge or skill be assessed? 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 this PSLO 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, 50% 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 2019
  - 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: 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:** Select 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
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- \*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

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