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Academic Programs Assessment Guide

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

Wright Hall, Third 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 <u>document</u>
 - 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 <u>here</u>.

University Identification

OPE ID: 00329000

Carnegie Classification - Master's Colleges & Universities: Medium Programs

WITHIN THIS SECTION

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ASSESSMENT

INSTITUTIONAL RESEARCH

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LOGIN TO QUALTRICS

LOGIN TO TASKSTREAM

REQUEST INFORMATION FORM

STUDENT RIGHT TO KNOW

CONTACT

PHONE: 484-365-7842

FAX: 484-365-7816

E-MAIL:

OIERP@LINCOLN.EDU

OFFICE ADDRESS:

WRIGHT HALL ROOM 313

TIFFANY C. LEE

TIFFANY LEE, M.ED., M.S. ASSISTANT PROVOST FOR INSTITUTIONAL EFFECTIVENESS, RESEARCH AND PLANNING TLEE@LINCOLN.EDU 484-365-7608

■ WRIGHT HALL 312

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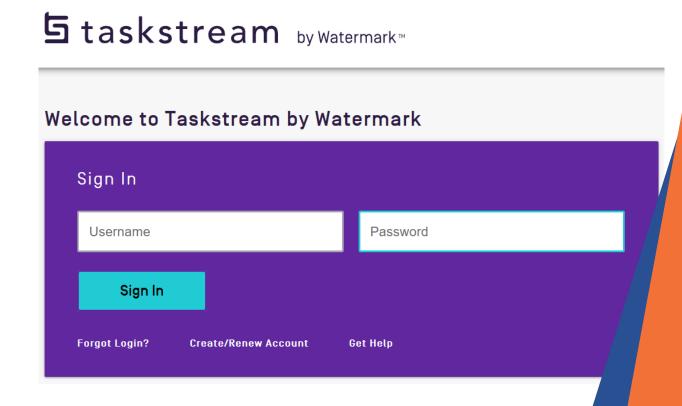
Login to Taskstream

 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

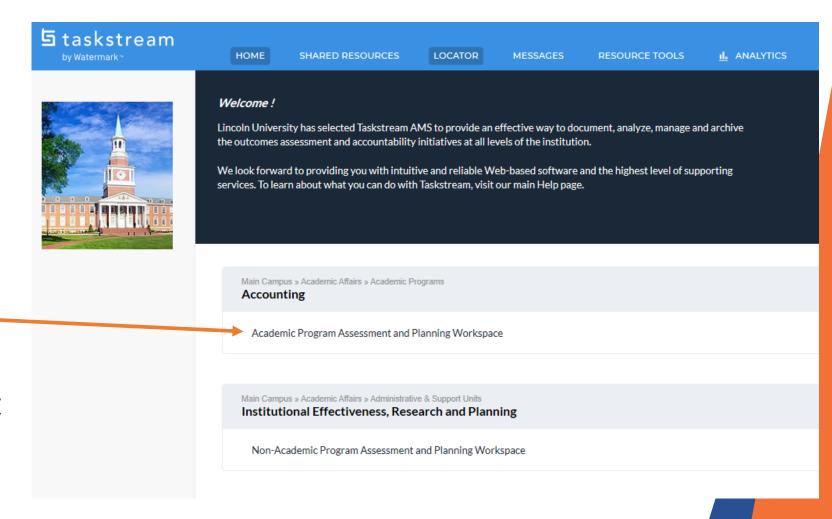




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Home Page View

- 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

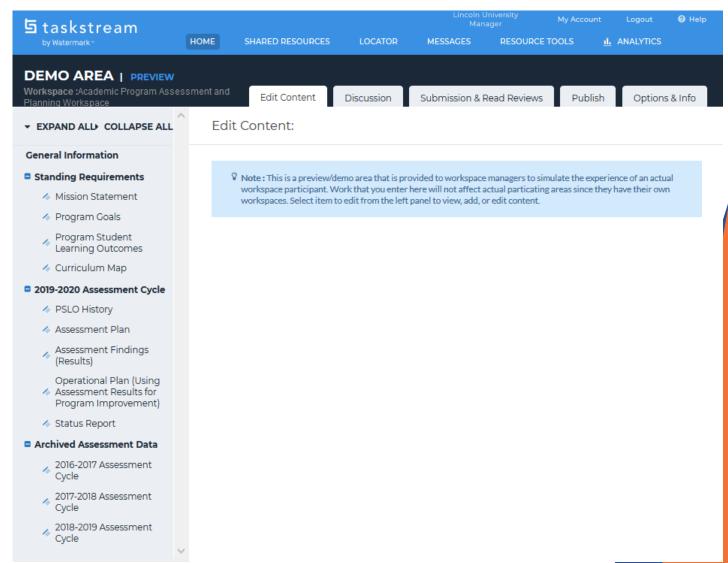


Example Assessment Workspace



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- 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

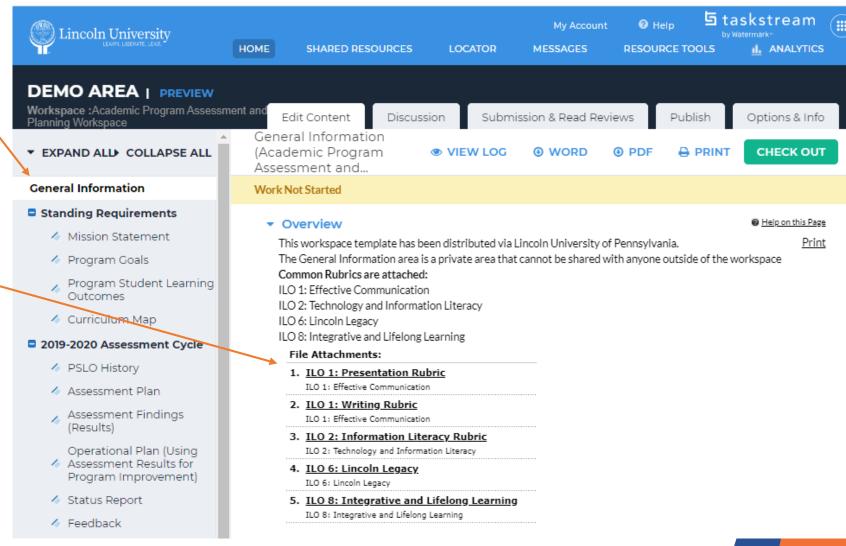


LU Common Rubrics



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



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)



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- **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



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- **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)



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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)

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- 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



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- **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?

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OIERP: 484-365-7842

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