

ASSESSMENT MANUAL

**Lincoln University Office of Institutional
Effectiveness, Research, and Planning**



Assessment and Accreditation Manual

Contents

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND PLANNING.....	3
Mission	3
ACCREDITATION	3
Specialized Accreditation	4
LINCOLN UNIVERSITY ASSESSMENT	4
Overview	4
Taskstream Assessment Management System (AMS).....	4
Qualtrics	4
Committees Supporting Assessment	5
• Faculty Standing Committee on Assessment & Evaluation.....	5
• Administrative Unit Assessment Committee	5
• Faculty Standing Committee on General Education	6
• Student Success Assessment Committee.....	6
CONCEPTUAL FRAMEWORK OF ASSESSMENT	7
Academic Programs	7
Administrative Units	7
Student Success Units	8
LEARNING OUTCOMES	9
ADMINISTRATIVE, EDUCATIONAL, AND STUDENT SUPPORT OUTCOMES TAXONOMY	13
ASSESSMENT RESPONSIBILITIES	16
THE ANNUAL ASSESSMENT CYCLE.....	17
GENERAL EDUCATION ASSESSMENT.....	18
General Education Process	19
ADMINISTRATIVE UNITS ASSESSMENT	20
Administrative Units:	20
STUDENT SUCCESS ASSESSMENT.....	21
Student Success Units:	22
ASSESSING ASSESSMENT.....	22
EVALUATION OF COURSE AND INSTRUCTOR.....	23
SOURCES:	24

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND PLANNING

Mission- The mission of the Office of [Institutional Effectiveness, Research, and Planning](#) (OIERP) is to ensure institutional effectiveness by providing data-driven planning and decision support throughout the University. The unit oversees institutional research, assessment, planning, accreditation, and survey research efforts.

Regarding assessment and accreditation, OIERP is committed to enhancing Institutional Effectiveness by facilitating a systematic, sustained, and organized process for collecting, analyzing, and acting on assessment outcomes.

The Office of Institutional Effectiveness, Research, and Planning:

- Assists academic and administrative departments in the development, analysis and interpretation of assessment strategies
- Coordinates all assessment activity at the University through the centralized support of an assessment and compliance management system
- Supports faculty and staff in conducting effective Program/Comprehensive Reviews
- Provides professional development and training opportunities for conducting effective and meaningful assessment

ACCREDITATION

Lincoln University is regionally accredited by the Middle States Commission on Higher Education (MSCHE). There are six regional accreditors in the United States. Accreditation ensures that an institution is fulfilling its mission and engaging in the ongoing process of self-review and improvement to provide quality education to its students. In order to maintain accreditation, an institution must be compliant with the Middle States Standards.

[Middle States Commission on Higher Education](#) – MSCHE accredited institutions are expected to demonstrate compliance with the 7 Accreditation Standards and the 4 Requirements of Affiliation. These standards and requirements serve as an ongoing guide for those institutions considering application for membership, those accepted as candidate institutions, and those accredited institutions engaged in self-review and peer evaluation. Accredited institutions are expected to conduct their activities in a manner consistent with the standards and requirements.

The seven standards include:

- Standard I: Mission and Goals
- Standard II: Ethics and Integrity
- Standard III: Design and Delivery of the Student Learning Experience
- Standard IV: Support of the Student Experience

Assessment and Accreditation Manual

- Standard V: Educational Effectiveness Assessment
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration

Specialized Accreditation - MSCHE accreditation covers the entire institution, its programs, units and overall governance. Specialized accreditation relates to a specific discipline or program of study. The ability to obtain specialized accreditation for a particular program demonstrates an additional mark of quality and excellence. In some instances, specialized accreditation standards can be more rigorous and require substantial evidence of demonstrating compliance. The process of seeking specialized accreditation is mainly facilitated by the respective departments; however, OIERP provides support as requested.

Current accreditations/certifications include:

- Chemistry program is accredited by the American Chemical Society (ACS)
- Education programs are certified by the Pennsylvania Department of Education

LINCOLN UNIVERSITY ASSESSMENT

Overview

Assessment at Lincoln University covers these areas: academic, academic support, administrative unit, general education, and student success. Collectively, these assessments feed into ensuring continuous improvement, support of the institutional mission and vision, and compliance with MSCHE regulations. Each academic year, units will be scheduled to submit either an annual assessment cycle report or a self-study report (per Academic Program Review or Comprehensive Review guidelines).

Assessment System

Taskstream Assessment Management System (AMS) - **Taskstream** AMS is the compliance system used for assessment, planning and institutional effectiveness. Instructions for navigating Taskstream can be found on the [OIERP website](#). OIERP also provides training for faculty and staff.

Qualtrics- Qualtrics is the institutional survey and evaluation tool. The University has a community wide license and various departments, units and offices have access to create, distribute and analyze their own surveys and reports. Instructions for navigating Qualtrics can be found on the [OIERP website](#). Faculty, staff, and students may contact OIERP for a Qualtrics account.

Xitracs – Xitracs was the compliance system used to maintain evidence of assessment and institutional effectiveness. This tool was used at Lincoln from fall August 1, 2012 through July 31, 2019. The 2016-2017, 2017-2018 and 2018-2019 assessment reports are saved in

Assessment and Accreditation Manual

Taskstream workspaces (Archived Assessment Data). Reports for prior years may be requested from OIERP.

Committees Supporting Assessment

In order to support and foster a meaningful culture of assessment, various committees work collaboratively with OIERP to ensure effectiveness in the University's assessment process. Committees have identified charges to oversee specific types of assessment. Committees include: Academic, Administrative, and Student Success Assessment committees, along with the General Education Committee.

- Faculty Standing Committee on Assessment & Evaluation - works to support faculty in conducting effective and meaningful assessment.

Committee Responsibilities include:

- Review and facilitate assessment activities such as feedback on assessment plans and results;
- Provide support to the academic program review process;
- Periodically review and update the course/instructor evaluation instrument and make recommendations to faculty;
- Work with the Office of Institutional Effectiveness, Research, and Planning and other appropriate University committees, administrative bodies, and academic units regarding assessment.

The Committee is chaired by a faculty member and is comprised of elected faculty representatives from various disciplines (including 1 from library and 1 from graduate faculty). Standing members include representatives from Academic Affairs (Provost, Dean, OIERP), an Alumnus on staff, an undergraduate student and a graduate student.

- Administrative Unit Assessment Committee - works to support administrative units in conducting effective and meaningful assessment of their respective services and offices.

Committee Responsibilities include:

- Establishing, reviewing and updating guidelines related to administrative unit assessment
- Communicating administrative unit assessment results to the campus community, as appropriate
- Providing constructive feedback on administrative unit assessment
- Providing support to administrative units during the comprehensive review process
- Providing recommendations for enhancing and improving the administrative unit assessment process

Assessment and Accreditation Manual

- Facilitating university wide discussion of assessment results to enhance programs and services
- Researching assessment best practices in order to communicate them and provide training to administrative unit staff

The Committee is comprised of at least 1 representatives from each of the administrative divisions across campus. Standing members include representatives from OIERP and OIERP senior leadership chairs the committee.

- Faculty Standing Committee on General Education – the committee shall oversee the General Education curriculum

Committee Responsibilities include:

- Recommend modifications when necessary.
- Ensure that there is a consistent assessment plan using appropriate rubrics and graded assignments as assessment tools.
- Review the General Education curriculum on an annual basis, and
- Generate a report for distribution to the faculty.

The Committee is chaired by a faculty member and is comprised of elected faculty representatives from various disciplines (including library and 2 at large). Standing members include representatives from Academic Affairs (Provost, Center for Excellence in Teaching and Learning (CETL), OIERP) and 1 student.

- Student Success Assessment Committee - consists of the student success leadership team who are committed to making a positive contribution to the campus assessment culture and program. The committee exists to support all the units and offices within the division of Student Success in conducting effective and meaningful assessment.

Committee Responsibilities include:

- Establishing, reviewing and updating policies and guidelines related to Student Success assessment
- Communicating student success assessment results to the campus community
- Providing constructive feedback on student success unit assessment plans
- Providing support to student success units during the comprehensive review process
- Providing recommendations for enhancing and improving the Student Success assessment process
- Facilitating university wide discussion of assessment results to enhance programs and services
- Researching assessment best practices in order to communicate them and provide training to student success staff

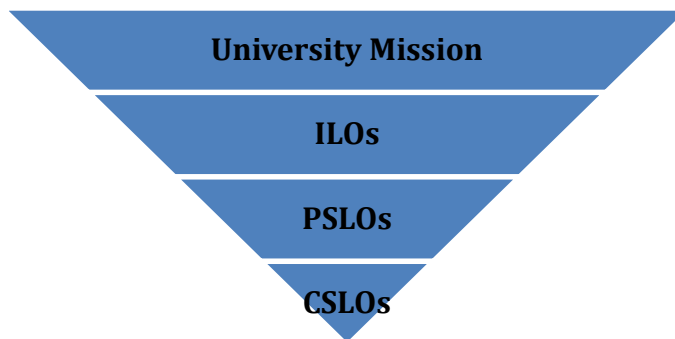
Assessment and Accreditation Manual

The Student Success Assessment Committee is comprised of the Student Success leadership team and OIERP representatives.

CONCEPTUAL FRAMEWORK OF ASSESSMENT

Academic Programs

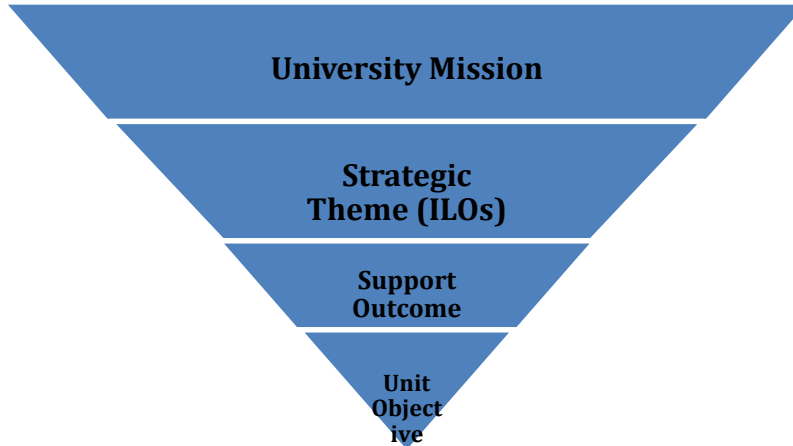
The Institutional Learning Outcomes (ILOs) represent the knowledge and competencies that an institution expects of all of its students, regardless of their major area of study. Similarly, the Program Student Learning Outcomes (PSLOs) represent the knowledge and competencies that are expected of students who complete a degree in the program (major area of study). Course Student Learning Outcomes (CSLOs) are the knowledge and competencies that are expected of students who complete a course. Therefore, CSLOs support PSLOs, which support ILOs, which all collectively contribute to achieving the mission and vision of the institution.



Administrative Units

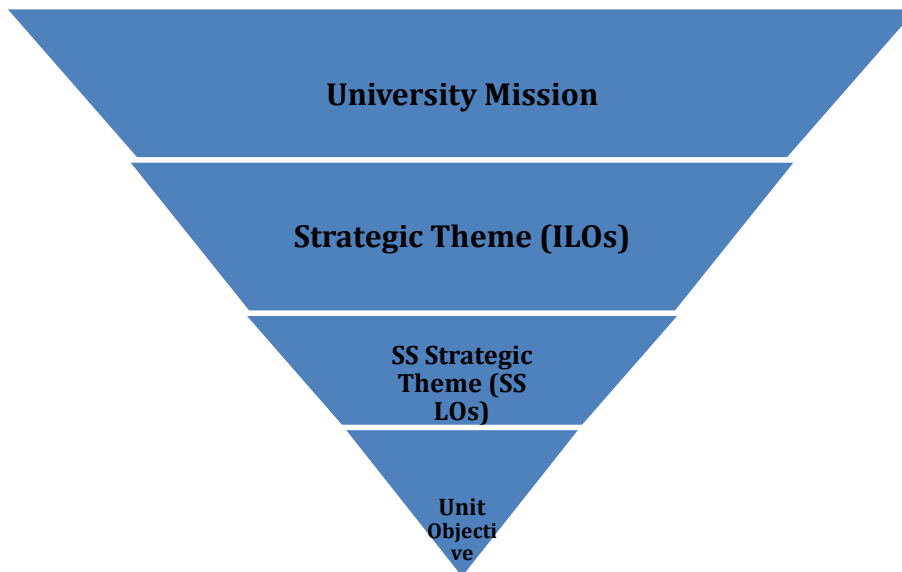
These units contribute to the knowledge, competence, retention and success of students and align with the Strategic Themes and objectives of the Strategic Plan. Support outcomes align with the Strategic Themes and are statements of expectation regarding the delivery of services, processes, activities, or functions to students, faculty, or staff. They are measurable statements about what should occur as a result of the core services or functions of the unit. Co-curricular (and other units) may also contribute to ILO competencies of students.

Assessment and Accreditation Manual



Student Success Units

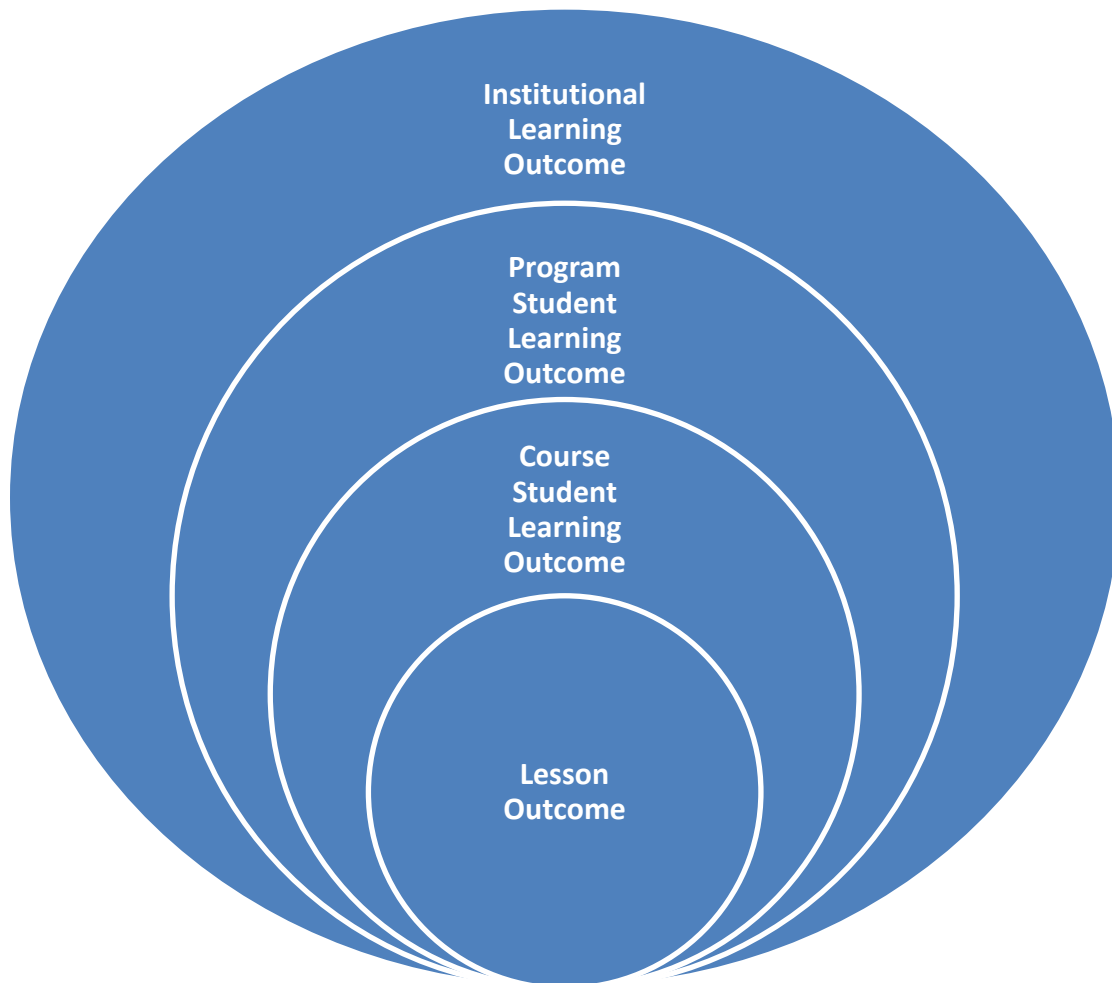
These units contribute to the knowledge, competence, retention and success of students. The unit objectives align with the Student Success (SS) Strategic Themes. The SS Strategic Themes align with the Strategic Themes and objectives of the Strategic Plan. Co-curricular (and other units) may also have outcomes that align with the SS Learning Outcomes (SS LOs). The SS Learning Outcomes are aligned to ILOs.



LEARNING OUTCOMES

The assessment of learning is a critical component of assessing institutional effectiveness. Learning outcomes are specific statements of the knowledge, skills, and abilities a person should possess and can demonstrate upon the completion of the learning experience or sequence of learning experiences. Although learning outcomes are most often associated with student learning (student learning outcomes; SLOs), learning outcome assessment can also be applied to learning opportunities for faculty, staff, and others.

Student learning outcomes (SLOs) can be written at the lesson-, course-, program- or institutional- level, and ideally, a connection is made between the learning that is expected at each of these types. For example, a concept learned in class, connects to the broader outcomes of the course, which in turn contributes to the outcomes of the program, and then contributes to the institutional learning outcome expectations.



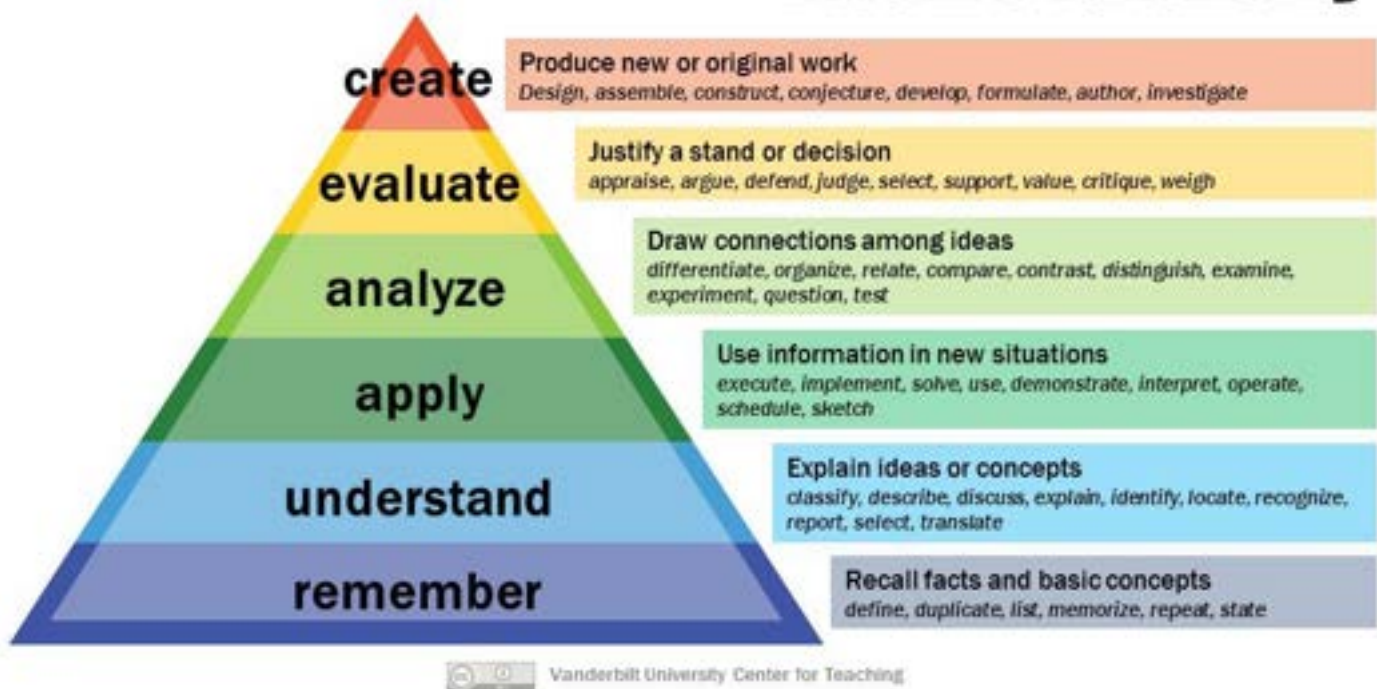
Learning Outcomes (stacked Venn): <https://teaching.uwo.ca/curriculum/coursedesign/learning-outcomes.html>

Bloom's Taxonomy

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: Taxonomy of Educational Objectives. Familiarly known as Bloom's Taxonomy, this framework has been applied by generations of K-12 teachers and college instructors in their teaching.

The Revised Taxonomy (2001; below) was developed to point to a more dynamic conception of classification with the use of active verbs.

Bloom's Taxonomy



Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved 02.09.2024 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

This revised taxonomy is helpful when developing learning outcomes, selecting action verbs and levels of learning.

Example framework for learning outcomes:

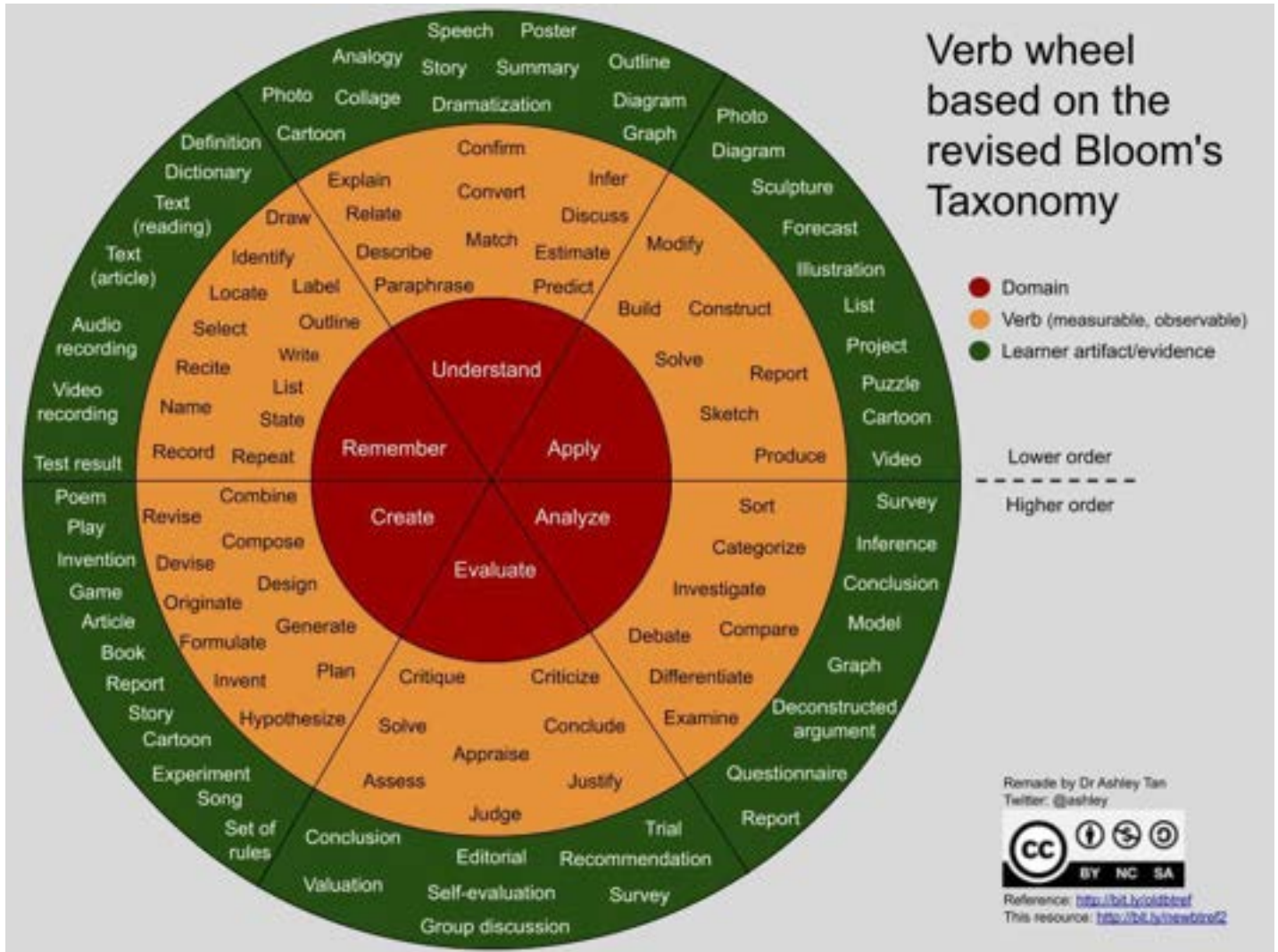
[Target; who?] [will/will be able to] [action verb][content or context specific action]

- Students will explain how exercise affects stress.
- Students will be able to demonstrate the ability to analyze and respond to arguments about racial discrimination.

Assessment and Accreditation Manual

- Attendees [of the onboarding orientation] will be able to locate and utilize appropriate resources that address their institutional policy or benefit questions.
- Attendees [of the workshop] will develop draft learning outcomes using the standard learning outcome framework and action verbs.

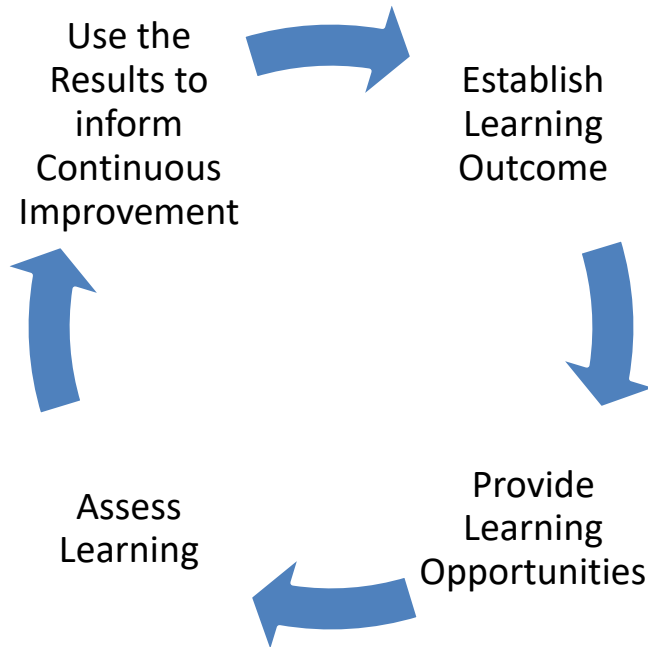
The Verb Wheel below is an example of how Bloom’s levels can be aligned with action verbs and assessment measures.



Verb Wheel base on the Revised Bloom’s Taxonomy: <http://bit.ly/newbtref2>

Assessment and Accreditation Manual

The process of assessing learning outcomes includes four basic steps



- Establish Learning Outcomes** – Learning outcomes should be specific, measurable, and attainable. Course Student Learning Outcomes (CSLOs) are listed on the syllabus of every course and are clearly aligned to Program Student Learning Outcomes (PSLOs). PSLOs are aligned to Institutional Learning Outcomes (ILOs) and thus inform the ILO assessment. Courses in the General Education program have direct alignment of CSLO to ILO.

Every academic program (major) at the University has clearly defined PSLOs. The program courses are aligned to the PSLOs. Each academic program has a curriculum map that shows the alignment of the program courses to one or more of the PSLOs.

Example Curriculum map for “Global Health” Program

Course/PSLO	PSLO 1	PSLO 2	PSLO 3	PSLO 4
<i>ILO alignment</i>	<i>ILO 1</i>	<i>ILO 3</i>	<i>ILO 5</i>	<i>ILO 7</i>
GLHE 101	Introduced		Introduced	
GLHE 102		Introduced		Introduced
GLHE 201		Reinforced	Reinforced	
GLHE 202	Reinforced			Reinforced
GLHE 301		Reinforced	Reinforced	
GLHE 302	Reinforced			Reinforced
GLHE 401	Mastery	Mastery		
GLHE 402			Mastery	Mastery

Assessment and Accreditation Manual

- **Provide Learning Opportunities** - Students are provided with various learning opportunities that support learning for the CSLOs (PSLOs & ILOs). Learning opportunities and assessment tools are the prerogative of instructors and can include various forms and modes of delivery including: papers, presentations, projects, exams, essays, practicums, internships, case studies, etc.
- **Assess Learning** - Following participation in the various learning opportunities, instructors employ assessment tools to evaluate the student's performance.
- **Use the Results for Continuous Improvement** - Following the assessment, results are collected, analyzed and used to improve teaching and learning. Continuous improvement initiatives stemming from assessment should be documented and re-assessed for effectiveness.

ADMINISTRATIVE, EDUCATIONAL, AND STUDENT SUPPORT OUTCOMES TAXONOMY

The Administrative, Educational, and Student Support (AES) outcomes taxonomy was developed at the Borough of Manhattan Community College (BMCC) as a framework to assess AES units that is similar in nature to Bloom's Taxonomy for the assessment of student learning. The Shults Dorime Williams (SDW) Taxonomy provides AES units with a method of organizing and describing the complexity of tasks that are performed within their respective areas.

Assessment and Accreditation Manual



BMCC Shults Dorime Williams Support Outcomes Taxonomy:

https://bmcstroac.blob.core.windows.net/uploads/ported/iresearch/upload/AESTaxonomy_Aug2017.pdf

Support outcomes are statements of expectation regarding the delivery of services, processes, activities, or functions to students, faculty, or staff. They are measurable statements about what should occur as a result of the core services or functions of the unit

Example framework for support outcomes:

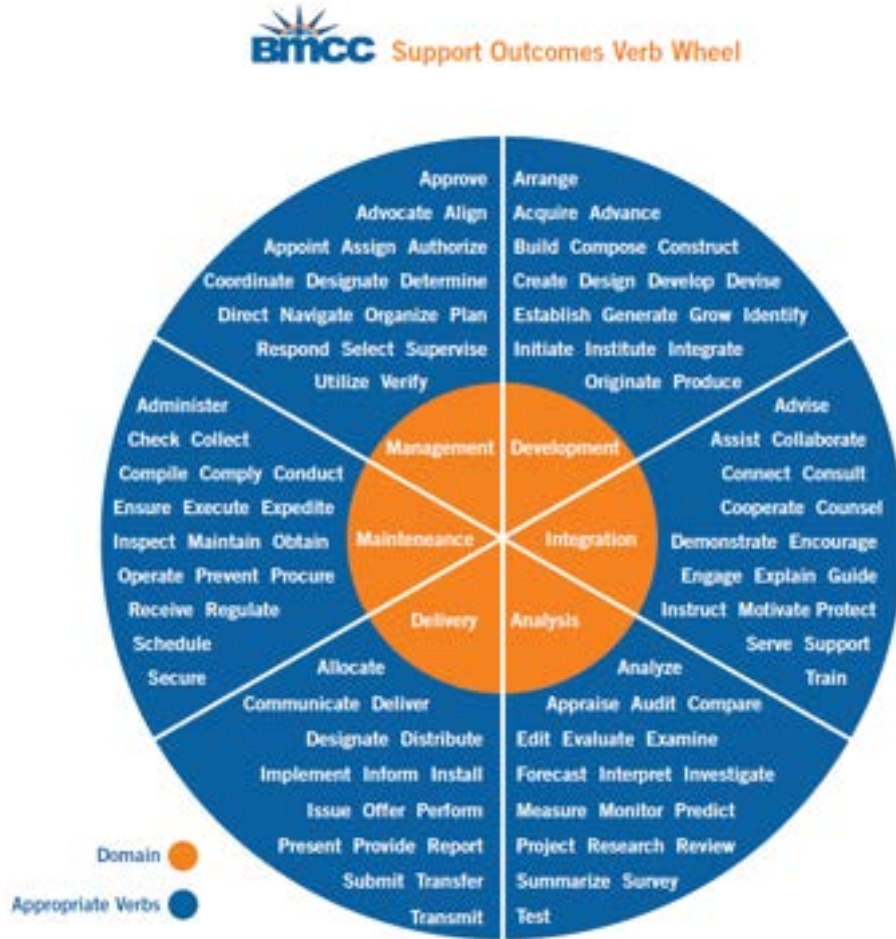
[Intended audience] who [action verb 1] [program/service] will be able to [action verb 2] [intended outcome].

[Intended audience or the department] will be able to [action verb] to describe what it will do, achieve or accomplish.

- Each area/unit within the university will develop and implement its own assessment plan.
- Student Life will develop a series of strategic initiatives to increase student engagement in one or more activities outside the classroom.

Assessment and Accreditation Manual

The verb wheel below helps to identify action verbs to include in support outcomes that are aligned with the levels of the SDW taxonomy.



The descriptors list and examples of assessment measures support the SDW taxonomy and verb wheel.

Assessment and Accreditation Manual



Descriptors

Appropriateness	Completeness	Consistency	Quality	Timeliness
Appropriately	Accurate	Consistent	Acceptable	Concise
Increase/Decrease	Complete	Constant	Adequate	Efficient
Meaningful	Comprehensive	Continually	Clearly	Prompt
Necessary	Fully	Reliable	Competent	Timely
Needed	Integrated	Seamlessly	Correctly	Updated
Reduce/Expand	Systematic	Uniform	Effective	
Relevant	Thorough		Excellent	
Required			Quality	
Specific			Satisfactory	
Targeted			Sufficient	
Useful				

Assessment Measures

Direct Measures	Indirect Measures
Activity Accuracy, Activity Volume, Benchmarks	Focus Groups
Industry Standards, Log Data, Pre-test/Post-test	Qualitative Data
Rates, Ratios, Quality Assurance, Transactions	Surveys (i.e. opinions, satisfaction)

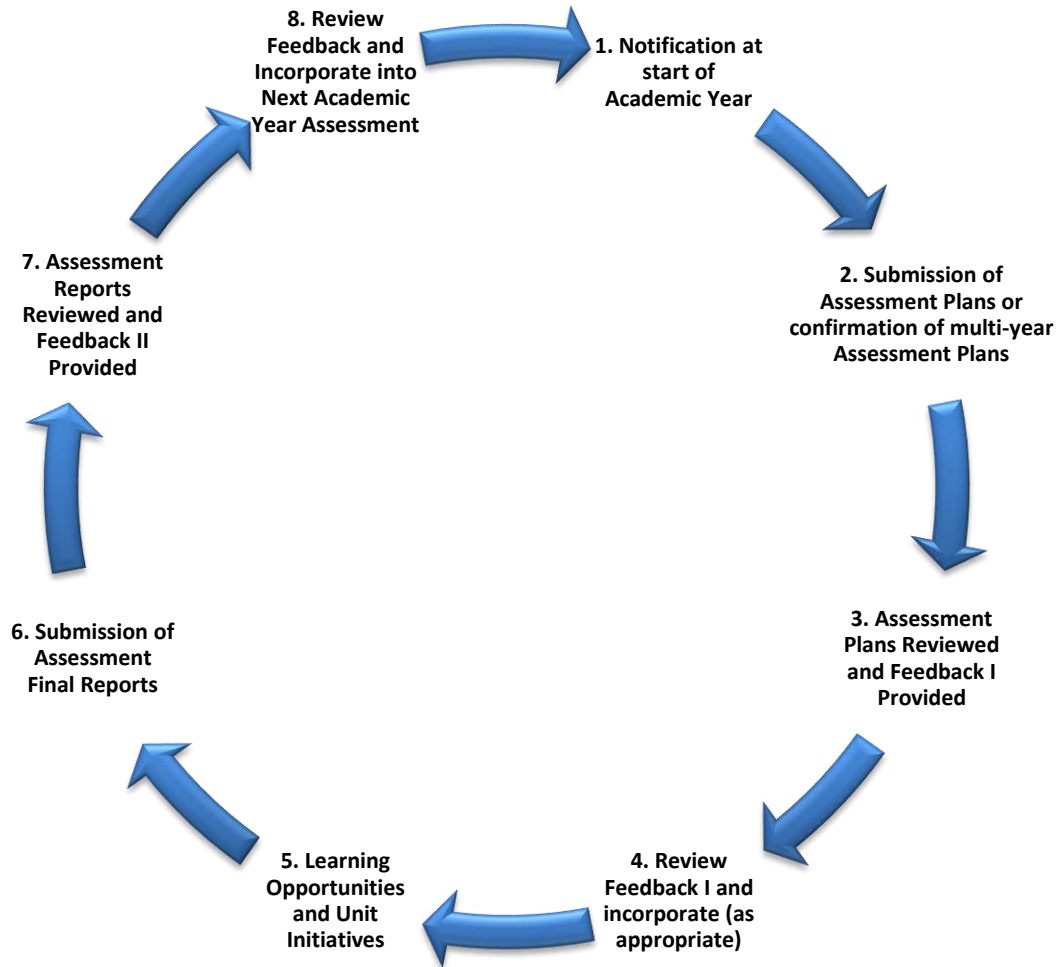
ASSESSMENT RESPONSIBILITIES

All academic, administrative, and student success units are expected to engage in assessment. Programs and units are scheduled for either annual assessment cycle reporting or a periodic review process. Periodic review for academic programs is Academic Program Review (APR) and for administrative, student success and academic support units it is Comprehensive Review (CR). Programs and units undergoing APR or CR do not follow the process of the annual assessment cycle. Instead, these units undergo a self-evaluation and develop a self-study report per the guidelines of the respective process during their scheduled review year. Following the submission of the self-study report the process includes an internal review, external review, and the development of a Response and Action Plan. Additional information

Assessment and Accreditation Manual

may be found in the Academic Program Review Guidelines and the Comprehensive Review Guidelines.

THE ANNUAL ASSESSMENT CYCLE



1. Notification

- Academic Programs: Beginning in 2022-2023, Academic programs developed multi-year assessment plans. OIERP sends notification to Department chairs regarding the PSLO(s) scheduled for assessment in the upcoming academic year per the multi-year plan. If revisions are needed to the assessment plan, departments are asked to contact OIERP by October 31.
- Non-Academic Programs - OIERP sends notification to Unit Directors about assessment requirements for the upcoming academic year. The units are asked to submit assessment plans by October 31. Non-Academic Programs are asked

Assessment and Accreditation Manual

to identify at least 1 continuous improvement initiative (that aligns with the Strategic Plan) for assessment.

2. **Submission of Assessment Plan** - All departments and units are asked to submit or confirm their Assessment Plans by the October 31 deadline. For assistance, please contact OIERP.
3. **Reports Reviewed and Feedback I Provided** - Assessment reports will be reviewed and feedback provided by the respective assessment committees.
4. **Review Feedback I** - All departments and units are asked to review the Feedback I by February 15 and incorporate suggestions into their results/findings (as appropriate).
5. **Learning Opportunities and Unit Initiatives** - Departments and units implement their learning opportunities and programming/initiatives throughout the academic year.
6. **Submission of Assessment Final Reports** - Departments and units submit their assessment findings/results, analysis, and action plan by May 31.
7. **Reports Reviewed and Feedback II Provided** - Assessment reports will be reviewed and feedback provided by the respective assessment committees.
8. **Review Feedback and Incorporate** - Departments and units should review feedback and incorporate comments, as appropriate, into the next Academic Year Assessment Plan.

GENERAL EDUCATION ASSESSMENT

General Education requirements provide broad learning in liberal arts and science disciplines, and form the basis for developing important intellectual, civic, and practical capacities (AAC&U.org). Our accrediting body, MSCHE, requires the institution to have “a general education program, free standing or integrated into academic disciplines, that:

- Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
- Offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Assessment and Accreditation Manual

- Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.”

At Lincoln University, General Education is treated as a stand-alone academic program governed by eight Institutional Learning Outcomes (ILOs). Assessment of the general education program follows the same basic process as assessment of academic programs. Additionally, other programs and units aligned to ILOs provide assessment information. Thus, assessment of the General Education curriculum is derived from courses in the General Education curriculum, academic program PSLOs (aligned with ILOs), and assessments from support, administrative, and student success units. Lincoln University has the following [Institutional Learning Outcomes](#):

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

General Education Process

1. **Notification** - In collaboration, OIERP and the General Education Committee will send notification to all departments and corresponding units regarding the ILOs identified for assessment. Similar to academic programs, the General Education Program developed a multi-year assessment plan.

Academic Year	ILO Assessment
2023-2024	ILO 5 & 6 (Fall 2023 only, ILO 4 also)
2024-2025	ILO 7 & 8
2025-2026	ILO 1 & 2
2026-2027	ILO 3 & 4

NOTE: If adjustments are needed to this cycle, the committee will notify the campus of the changes.

Courses that are aligned with the ILO scheduled for assessment will be identified. Instructors of these courses will be reminded that ILO assessment information will be collected at the end of the term.

2. **Assessment Plan** - Instructors teaching courses that align should identify signature assignment(s), utilize the common rubric (as appropriate), and collect assessment

Assessment and Accreditation Manual

data. Units that align should identify assessment instruments and collect assessment data.

3. **Assessment Report** – OIERP will contact instructors and units for the collection of assessment information each term.

ADMINISTRATIVE UNITS ASSESSMENT

Administrative units at Lincoln University provide substantive and positive contributions to student persistence and success. As such, the assessment of these units is a critical element of the student learning assessment process and campus wide achievement of student learning outcomes. These units are aligned with the themes of the Strategic Plan and the university mission and vision. As such, assessment of these units will provide measures of continuous improvement towards the objectives of the Strategic Plan. Additionally, some units may align with the ILOs and provide support for the General Education curriculum.

Administrative Units:

1. Advancement Services and Operations
2. Alumni Relations
3. Annual Giving
4. Athletics – Sports Program
5. Band
6. Bursar
7. Center for Excellence in Teaching and Learning (CETL)
8. Choral Program
9. Conference Services and Special Events
10. Controller Office
11. Corporate and Foundation Relations
12. Facilities
13. Faculty Affairs
14. Faculty Athletics Representative
15. Human Resources
16. Information Technology
17. Institutional Effectiveness, Research, and Planning
18. Institutional Equity
19. Major and Planned Giving
20. Media Center
21. Public Safety
22. Purchasing and Contracts
23. Sponsored Programs
24. Title III
25. Wellness Center and Student Activities

STUDENT SUCCESS ASSESSMENT

The Student Success Strategic Framework was developed by the Student Success Team and is aligned with the themes of the Strategic Plan and the university mission and vision. The framework and assessment of these units will provide measures of continuous improvement that are aligned with the institutional Strategic Plan. Additionally, the framework identifies Student Success Learning Outcomes that are aligned with the Institutional Learning Outcomes (ILOs) and provide a co-curricular component for ILO assessment.

Student Success Strategic Framework

1. Academic Success – Provide the environment, support services and programming to help students maintain good academic standing and develop essential skills
2. Quality - Use data and professional standards to guide program development, quality and assessment
3. Collaboration - Seek opportunities to collaborate and create strategic partnerships in support of student success
4. Communication - Listen to diverse perspectives in search of new ideas and innovative programming. Find ways to tell the unique and distinctive story of Student Success at Lincoln University
5. Leadership – Embed leadership skill development and training in co-curricular programming and student employment opportunities within the division. Develop Lincoln Leaders – students and staff

Student Success Learning Outcomes

1. Self-discovery and Personal Validation – Students develop greater awareness of and appreciation for their strengths, preferences, learning styles and interests. Students exhibit confidence and pride and know how to use talents to best advantage and compensate for areas of weakness.
2. Ethical Reasoning and Values-driven behavior – Students are able to assess their own ethical values and think about how different ethical perspectives might be applied to ethical dilemmas. Students’ ethical self-identity evolves as they practice ethical decision-making and analyze positions on ethical issues.
3. Academic Achievement – Students access the available services and develop the necessary habits and skills to be able to navigate the curriculum successfully. Students participate fully in the academic life of the University.
4. Problem Solving – Students know how to approach problems as a process of designing, evaluating and implementing strategies to answer a question or achieve a desired goal.
5. Teamwork – Students understand the importance of individual contributions to the teams’ successful functioning and develop the necessary skills to interact with others and contribute effectively to a team effort.
6. Connection and Belonging – Students develop meaningful connections with other students, faculty and staff at the institution and see themselves as part of a community.

Assessment and Accreditation Manual

Student Success Units:

1. Academic Advising
2. Academic Intervention Programs (formerly Early Monitoring Alert Program; EMAP)
3. ACT 101
4. Admissions
5. AVP SS and Dean of Students
6. AVP SS and Experiential Learning
7. AVP SS and Health and Wellness
8. Career Success
9. Class Deans
10. College Success Center
11. Counseling Services
12. Enrollment Management
13. Financial Aid
14. Health Services
15. International Programs
16. Internship Services
17. Professional Preparation STEM
18. Registrar
19. Residence Life
20. SACE Student Success Services and Virtual Learning Centers
21. Spiritual Life
22. Student Life
23. Student Success Services and Learning Centers
24. Undergraduate Research
25. Veterans Affairs
26. VP SS and Dean of College
27. Womxn's Center

ASSESSING ASSESSMENT

Part of the responsibility of OIERP is to assess its assessment processes to ensure that the unit's processes are aligned with best practices.

During the Comprehensive Review process, OIERP assesses the assessment process within the parameters of the Self-Study Report. This comparison includes the peer institution comparison and the use of the Excellence in Assessment Rubric to evaluate institutional assessment practices. The findings from the self-study, internal review, and external review are utilized by OIERP to create a Response and Action Plan that includes continuous improvement initiatives associated with assessment.

Assessment and Accreditation Manual

In addition, OIERP stays up to date on assessment best practices by attending professional conferences and asking ourselves questions to promote continuous improvement including:

- Is our assessment process streamlined?
- How can we make it more efficient?
- What is our compliance rate for assessment?
- Has compliance improved? Why or why not?
- Do our assessment practices align with literature published within the last ten years?

Institutional stakeholders are invited to share suggestions/comments regarding assessment during the Annual Assessment Day (and planning for it) and with distribution of the Annual Assessment Report (and companion Resources Needed Report, and Infographic). The Annual Assessment Report is compiled and shared with assessment committees and across campus to track and highlight continuous improvement initiatives. The Assessment Day Satisfaction Survey is shared with the planning committee and the assessment committees. These reports allow institutional stakeholders to consider assessment processes and provide comments and suggestions for continuous improvement.

EVALUATION OF COURSE AND INSTRUCTOR

The Course Evaluations and Surveys (CES) platform is used in conducting course evaluations. At Lincoln, the faculty standing committee on Assessment and Evaluation oversees the development and review of Evaluation of Course and Instructor questions and the timeline of administration. OIERP facilitates the administration, analysis, and reporting. For fall and spring semester courses, evaluations are administered ~3-4 weeks at the end of the fall and spring semesters. For summer and 7 week sessions, evaluations are administered ~2 weeks prior to the end of these sessions. The close date for evaluations is before the start of final exams.

1. **Administration** - OIERP uses the CES platform to administer Evaluations of Course and Instructor per the timeline developed by the Assessment and Evaluation Committee. Generally, evaluations open 2-4 weeks prior to the course end date and evaluations close before final exams start. Students receive an initial invitation to participate in the evaluation process via their Lincoln email along with notification and access via the CANVAS Learning Management System. Reminders are sent and CANVAS access is available until the evaluation is completed or until the evaluation close date. The evaluation process is advertised via flyers, webpage notice, and the Daily Bulletin/Student wire news item. Additionally, instructors are notified of evaluations via Lincoln email notification and meeting announcements.
2. **Analysis of Results** – Evaluations will be analyzed and OIERP creates summary reports. Analysis may include response rate comparisons as well as analysis by discipline, department, etc.

Assessment and Accreditation Manual

3. **Dissemination of Results** – The CES platform sends notifications to instructors that reports are available for viewing and/or download. Information is also available on the OIERP website regarding how to access the reports (for instructors and department chairs).
 - a. <https://www.lincoln.edu/about/administration/institutional-effectiveness-research-and-planning/course-evaluations.html>

SOURCES:

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved 02.09.2024 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

BMCC Shults Dorime Williams Support Outcomes Taxonomy: https://bmcstroac.blob.core.windows.net/uploads/ported/iresearch/upload/AESTaxonomy_Aug2017.pdf

Conducting Comprehensive Assessment Within Community Colleges: Administrative, Educational, and Student Support (AES) Assessment with the Shults Dorime-Williams Taxonomy: <https://assessatcuny.commons.gc.cuny.edu/2020/02/conducting-comprehensive-assessment-within-community-colleges-administrative-educational-and-student-support-aes-assessment-with-the-shults-dorime%E2%80%90williams-taxonomy/>

Creating Learning Outcomes: <https://www.bu.edu/provost/files/2017/06/Creating-Learning-Outcomes-Stanford.pdf>

Learning Outcomes (stacked Venn): <https://teaching.uwo.ca/curriculum/coursedesign/learning-outcomes.html>

Verb Wheel base on the Revised Bloom's Taxonomy: <http://bit.ly/newbtref2>