

**Faculty Meeting Minutes**  
October 5, 2010  
Multi-purpose  
Room, Student Union Building  
Ivory V. Nelson, President, Presiding

**I. Report of the President: Dr Nelson**

Dr. Nelson's report consisted of a memorandum on Standard 14: Assessment of Student Learning and a package of information provided to the faculty on Assessment of Student Learning:

- Statement of Accreditation Status, Middle States Commission on Higher Education (MSCHE).
- Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations, MSCHE.
- Information on Assessment Models and Best Practices, adapted from the Spring 2008 MSCHE Newsletter.
- Examples of Evidence of Student Learning, Suskie, L. (2009) Assessing student learning: a common sense guide (2nd Ed.). San Francisco: Jossey-Bass.
- Rubric for Evaluating Institutional Student Learning Assessment Processes, MSCHE, March 11, 2008.
- Standard 14: Assessment of Student Learning, MSCHE.

Dr. Nelson reported that there was a rumor on campus that since the small team visit on Friday September 24, 2008 that Lincoln University has lost its accreditation. We were re-accredited by Middle States through 2018 in 2008. We are not in full compliance with Standard 14: Assessment of Student Learning as of today. Dr. Nelson went on the Middle States website to prove that we are still accredited by Middle States. Next self-study and large team visits are scheduled for 2017/2018 and that we are scheduled to submit for a periodical review in 2013. The small team told us at end of their visit on the 4 step process that we have shown significant improvement in our effort to meet Standard 14. We are still not in full compliance with Standard 14. Most of our evidence is indirect assessment. We need to have direct assessment of student learning outcomes to show that we are improving the learning process of our students and that we are showing improvement in our courses and at program level. The small team knew a lot about Lincoln University before coming.

Who owns student learning assessment at Lincoln University? At Middle States they expect the faculty to own student learning assessment. Student Learning Assessment occurs in the classroom. Who does the preparation for the course, who establishes student learning outcomes, who designs the rubrics which measure it, and who does the analysis of the courses on what to improve? Every department has in their assessment plan mentioned that Lincoln University re-designed the curriculum in 2005 and 2006. Middle States is very concerned does the faculty here really own the student learning assessment process at Lincoln University.

We need to do what is necessary to be in full compliance with student learning outcomes and their assessment. Please read and look at what we need to do with this.

In the report we were given three examples of departmental major programs that were closest to compliance with Standard 14 criteria. They were identified as Health, Physical Education and Recreation; Psychology, and Chemistry. We need to demonstrate that we know what to do and make the necessary corrections prior to receipt of the small team report to Middle States to show that we are in closer compliance with Standard 14. We have asked each department to identify one program in their department which they provide a complete Standard 14 compliant assessment report. At least one of the student learning outcomes shall include preparing students who will be “Graduate School ready” by the time of their graduation. This is to be accomplished by December 2010 meeting of Middle States. In the library there are two displays regarding Standard 14 showing the 4 steps. Regarding programs (majors) the entire faculty in each department must participate in the selection of those measures we are going to use regarding student learning outcomes. Some departments have too many majors and minors and that we need to eliminate some and determine the most important programs in our departments. Each department must determine what majors and minors they can concentrate on so that we can be in full compliance with Standard 14 Assessing Student Learning.

Every meeting this year we are going to focus on Student Learning Outcomes and their assessment, especially their measurements. We really need to work on steps three and four. We need to prove that we are doing direct assessment of evidence of student learning outcomes at the course and program levels. We need to have direct evidence that we can use to improve learning at the classroom level.

## **II. Action Item**

The [minutes of the September faculty meeting](#) were approved without objection.

## **III. Report from the Provost and Senior Vice President: Dr. Grant D. Venerable, II.**

Dr. Venerable passed out a one page handout titled Lincoln Assessment Model. It starts with the courses which we teach. We have goals, student learning outcomes, measurement of recent data (direct assessment), and that we used the results to improve our courses. We then do the same at the program and department levels. The departments will submit the program level reports to the Dean of their School. The Dean of each school will collect the program level reports and then use them to improve the School overall. The Dean will then submit the reports of each program to the Provost’s Office which will compile the data which is then sent to the Office of Assessment and the Office of Institutional Research which will see that we are meeting student learning at an institutional level.

He called the chairs of the three departments who are in fullest compliance with Standard 14: Dr. Kevin Favor, Psychology; Dr. Jim DeBoy, HPER; Dr. Robert Langley, Chemistry. Dr. Favor recommends that the faculty in each department carefully review their program and what you want your students to learn and achieve (skills) and then applied it to your courses. He

will be available to come to your department and provide the feedback you need as you prepare your reports.

Dr. DeBoy used a power point presentation on how he does assessment of student learning in his department. Assessment used by his department follows the following:

- Step One: Identify Student Learning Outcome.
- Step Two: Provide Opportunities to your students to fulfill the student learning outcomes.
- Step Three: Measure Student Learning Outcomes.
- Step Four: Analyze the Data about the select Student Learning Outcome(s).
- Step Five: Summary of the Analysis done. It is written and brief.
- Step Six: Make changes necessary to improve the course(s) in your departments
- Step Seven: Showcase that you are meeting and improving Student Learning Outcomes.

Handouts 2 and 3 are rubrics which HPER used and will use to measure Student Learning Outcomes. They have been using the rubric on CPR for years.

Handout 4: Written documentation showing analysis of the measurements of Student Learning Outcomes. On this handout he provided two examples of analysis summary of one student learning outcome for two HPER courses: HPR 225: First Aid/CPR for CPR and for HPR 160: Introduction to HPR concerning improving communications skills.

Handout 5: Impact of assessment findings on changes done to courses in HPER showing what the results of Student Learning Outcomes and their assessment measures on the HPER program over the past five years.

Dr. Robert Langley spoke about Chemistry Department assessment. He reported that the primary goal of Chemistry Department is to have students to be graduate, medical or dental school ready or working in industry. We are accredited by the American Chemical Society. The Department has six program goals for chemistry majors and 12 Student Learning Outcome goals for chemistry majors. We have been constantly assessing our students in every course taught by the department over several years using American Chemistry Society standardized tests, lab reports and presentations, quizzes and exams. We tell what actions we have done to improve our student learning outcomes. Over the past ten years we have graduated 78 chemistry majors and 50% have earned Graduate degrees or are in graduate school, medical school and dental school and that 50% are working in the industry.

We still need to analyze our capstone course. Our department wants to achieve our student learning outcomes and hopefully increase the number of chemistry majors.

All three are available to assist you on Assessment of Student Learning Outcomes and give you feedback as needed on your department's courses and the program assessment of student learner outcomes.

#### **IV. Discussion Items**

Update from the By-Laws Committee: Dr. Susan Safford

Dr. Safford reported on an email from a faculty member suggesting that Dr. Aubrey, Assistant Vice President and Director of Assessment be made a permanent member of the Faculty Committee on Assessment. The By-Laws Committee feels that he should not be made a permanent member of the Assessment Committee at this time.

The Committee requested that all faculty committees send a description of duties and responsibilities to the faculty By-Laws Committees.

#### **V. Announcements**

Promotion, Tenure and Severance Committee: Dr. Mazharal Huq

Dr. Hug reported on that any faculty interested in being promoted and/or tenured that they need to meet several requirements by specific deadlines. He had sent out an email earlier to the entire faculty through the Provost outlining these requirements. If any one has questions feel free to contact him by phone or email.

#### **VI. Report from Student Government Association: Stephanie Rand, Vice President of Internal Affairs.**

She reported that we need to remind students to make use of LU Voice or contact their SGA representatives with their concerns.

There are two educational events during Homecoming Week:

- “VI Degrees” Play with HIV/Aids Message directed by Lincoln Alumnus, Kash Goins, ’94 Tuesday October 26, 2010 at 7:30 PM, ICC.
- Marc Lamont Hill will speak on “Hip-Hop Intellectual” on Wednesday, October 27 at 4PM, ICC.

We request that faculty use GradesFirst.

We are working on Lincoln University recycling initiative and Student “Respect Campaign.”

Respectfully submitted,

Albert M. Bryson, Faculty Secretary