



Lincoln
University
LEARN. LIBERATE. LEAD.

Annual Assessment Report

2019-2020

Office of Institutional Effectiveness,
Research, and Planning

Annual Assessment Report 2019-2020

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Introduction

The Lincoln University Annual Assessment Report is a compilation of assessment activities in academic, administrative, and student success units of the university for the respective academic year. The report serves as a reflection at the end of an annual assessment cycle designed to demonstrate that the results of assessments are being used to achieve continuous improvement to support the students and the institution.

The basic components of the Assessment Cycle include:

1. Assessment planning
2. Implementation of learning opportunities and unit activities
3. Analysis of assessment findings/results
4. Development of an action plan (per the assessment findings/results) to support students and/or the institution
5. Implementation of the action plan in the next or future assessment cycle(s)

Furthermore, the 2019-2020 Annual Assessment Report provides a snapshot at the end of the second year of the Strategic Plan 2018: “Reimagining the Legacy: Learn. Liberate. Lead.” This report shows how academic programs and units align with the objectives and themes of the strategic plan. This alignment allows for direct correlation of the assessments to strategic objectives. The culmination of this process is identification of areas for improvement and resource needs to guide and inform future decision making and resource allocation, thus “closing the loop” and supporting student success and the institution.

Additionally, academic programs and units, if appropriate, indicate alignment with the Institutional Learning Outcomes (ILOs). This alignment provides evidence of learning opportunities and assessment corresponding to the ILOs and in support of the General Education Program.

The 2019-2020 Assessment report provides a unique opportunity to identify and commend students, faculty, and staff regarding responses to the COVID-19 pandemic that began in the spring 2020 semester. Throughout this report, pandemic responses have been provided as examples of ways the campus community quickly assessed the current status and pivoted to respond to the challenges associated with remote learning, remote work, and limited on campus, face to face interaction.

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Strategic Plan 2018: Reimagining the Legacy. Learn. Liberate. Lead

1. Theme One: Build a Culture that Supports Student Success
 - a. Using an inclusive process, develop a values statement for the University that describes values in behavioral terms.
 - b. Connect culture and accountability by defining expectations for both performance and values (behaviors) for everyone associated with the University — including vendors and partners — and holding everyone accountable, every day.
 - c. Design and deliver or procure training and professional development programs that support employees in developing skills that reflect institutional values and behavior (e.g. customer service, communication and collaboration, team building).
 - d. Design reward and recognition programs to bring favorable attention to faculty, staff, students, and administrators whose behavior and performance support student success.
2. Theme Two: Enhance Academic Quality and Achieve Operational Excellence
 - a. Develop a strategic enrollment management plan that incorporates both recruitment and retention goals, clarifies the target undergraduate and graduate populations, and identifies the optimal enrollment size to achieve the University's academic and financial goals.
 - b. Develop a plan for the University City site in Philadelphia that integrates the University's strategic and enrollment goals.
 - c. Review curricula and syllabi to ensure that general education and major program courses are tied to institutional learning outcomes and include high impact pedagogies.
 - d. Review and revise, as necessary, academic personnel policies to ensure that faculty hiring, orientation, and tenure and promotion practices support institutional priorities.
 - e. Invest in faculty development and research opportunities.
 - f. Continue to enhance faculty governance and develop leadership potential within the faculty and academic administration.
 - g. Review and revise the performance management system, as necessary, to ensure that employees receive effective and timely feedback on performance.
 - h. Identify operational issues that most hinder progress in achieving the vision, and work collaboratively to resolve these issues using task forces, process redesign, administrative action, policy change or other tactics, as necessary.
3. Theme Three: Develop Strategic Partnerships to Leverage Resources and Assets
 - a. Identify expertise (internally or externally) in designing and implementing public-private partnerships and develop a plan for growth.
 - b. Develop an institutional structure and process for identifying and evaluating potential partnership, sponsorship and engagement opportunities.
 - c. Identify three or more partners to enhance professional school options for Lincoln University students.

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4. Theme Four: Strategically Align Resources to Support Institutional Priorities
 - a. Review and revise the organizational structure to facilitate communication, collaboration and accountability within and among units.
 - b. Diversify revenue sources through entrepreneurial activity, fundraising, and philanthropic support.
 - c. Design and implement a process that integrates planning, budgeting, and assessment.
 - d. Enhance the Institutional Research function and provide professional development to support faculty, staff, students, and administrators in using data to inform decisions.
 - e. Complete a Campus Master Plan that aligns priorities for new construction, facilities renovations, deferred maintenance, and space utilization with academic and strategic goals.
 - f. Increase investments in technology and infrastructure to support the strategic priorities.
5. Theme Five: Tell the Lincoln University Story
 - a. Develop and implement a strategic marketing and communication plan that is designed to reach and influence all major stakeholder groups, provide greater coherence for the Lincoln University brand and position the University to compete for students, talent, and financial resources.
 - b. Develop strategies for educating and engaging Lincoln students and alumni in telling the story.
 - c. Develop and implement a strategic advancement plan that is designed to engage all major stakeholder groups, create a culture of philanthropy, and position the University for increased philanthropic support and alternative revenue streams.

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Institutional Learning Outcomes (ILOs)

1. **Effective Communication**

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

Outcome: Students will effectively communicate in oral, written and visual form.

2. **Technology & Information Literacy**

The ability to responsibly, appropriately and effectively access, manage, integrate, evaluate, create and use general or discipline specific technologies and/or library and media sources.

Outcomes: Students will:

- Access, manage and integrate information effectively and efficiently
- Critically evaluate sources and content of information for authority and accuracy
- Create, produce and/or use general or discipline specific technologies and/or library and media sources
- Demonstrate an understanding of the economic, legal, ethical, and social issues surrounding the use of communication and information technology

3. **Diversity Awareness and Cultural Awareness**

Diversity and Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts

Outcome: Students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

4. **Social Responsibility and Civic Engagement**

Knowledge, skills, and values that promote making a difference in the civic life of a community. It encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Outcome: Students will understand and utilize skills responsible for living as accountable, ethical and contributing world citizens

5. **Critical Thinking**

Critical thinking is a comprehensive and systematic exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion and making inferences between concepts. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Outcome: Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.

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6. **Lincoln Legacy**

Lincoln Legacy represents the intention of the University to highlight the institution's rich historical development, alumni achievement, and the role of people of African descent and their ongoing global impact

Outcomes: Students will:

- Demonstrate knowledge of Lincoln heritage and legacy through assignments and related academic experiences.
- Participate in activities and demonstrate behaviors that are indicative of forwarding Lincoln legacy.
- Examine and describe the role of people of African descent and their ongoing global impact as it pertains to Lincoln's history.

7. **Scientific and Quantitative Reasoning**

Scientific reasoning includes problem identification, hypothesis evaluation, experimentation, interpretation of results and the use and misuse of scientific data. Students are also introduced to the evolution and interdependence of science and technology.

Quantitative reasoning represents the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

Outcomes: Students will:

- Formulate hypotheses, perform experiments and analyze the results using appropriate technology to reach a logical conclusion.
- Be able to create arguments or algorithms supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations and computer programs as appropriate).

8. **Integrative & Lifelong Learning**

Lifelong learning is an all-purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence. Lincoln University prepares students to be this type of learner by developing specific dispositions and skills while in school.

Outcome: Students will use skills that support life-long learning.

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Committees Supporting Assessment

Assessment committees work collaboratively with the office of Institutional Effectiveness, Research, and Planning (OIERP) to provide oversight and ensure effectiveness in the assessment process. The committees have specific charges to oversee the assessment associated with each type of program/unit.

Accomplishments for 2019-2020

All committees: oversee assessment of the respective programs/units.

Administrative Units Assessment Committee:

In collaboration with the Student Success Units Assessment committee, the committee developed a Feedback I rubric for assessment plans and a Feedback II rubric for the assessment report (assessment findings and action plan components). Per review of feedback and identification of common themes, the committee plans to provide additional resources and training regarding assessment plan details and measures (evidence). To identify and track the creative and innovative actions taken to continue unit responsibilities during the emerging pandemic (spring 2020), units were encouraged to report on pandemic/emergency remote adaptations. Additionally, during the Assessment Day activities, the committee led an “Administrative Units Emergency Remote Conversation” so that stakeholders could discuss challenges and share success stories regarding this crisis situation. This committee oversees assessment for 34 units.

Assessment and Evaluation Committee (Faculty Standing Committee):

The committee provided feedback for the 2018-2019 assessment reports (Feedback II), highlighting a commendable component of the assessment report and an area of improvement. With the implementation of the new assessment management system (Taskstream), the committee developed a concise rubric for the Assessment Plans (Feedback I) and provided feedback and oversight for 45 academic and academic support programs.

General Education Committee (Faculty Standing Committee):

This committee is responsible for the General Education Program. As such, this committee oversees the assessment of the ILOs. The committee piloted the use of the ILO 1 common rubrics (Writing; Presentations). Faculty teaching General Education courses and academic program courses aligned to ILO 1 were invited to use the common rubrics and submit assessment results. Submissions indicate that the majority of students met expectations and that faculty would like to continue using the rubric before considering revisions. The committee plans to move forward with assessing ILO 2: Technology and Information Literacy utilizing the Information Literacy common rubric and collecting information regarding the development of a Technology Literacy common rubric.

In collaboration with the Center for Excellence in Teaching and Learning (CETL), an ILO 1 workshop was held regarding the use and application of the LU Common rubrics for ILO 1- Effective Communication: (1) Writing Rubric; (2) Presentations Rubric. Additionally, an ILO 3 workshop was held to begin work on a common rubric for ILO 3.

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Student Success Units Assessment Committee:

In collaboration with the Administrative Units Assessment committee, the committee developed a Feedback I rubric for assessment plans and a Feedback II rubric for the assessment report (assessment findings and action plan components). Per review of feedback and identification of common themes, the committee plans to provide additional resources and training regarding assessment plan details and measures (evidence). To identify and track the creative and innovative actions taken to continue unit responsibilities during the emerging pandemic (spring 2020), units were encouraged to report on pandemic/emergency remote adaptations. Additionally, during the Assessment Day activities, the committee led a “Student Success Emergency Remote Conversation” so that stakeholders could discuss challenges and share success stories regarding this unique situation. This committee oversees assessment for 29 units.

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Assessment by Strategic Theme: Overview

Theme One

Many areas of the institution contribute to building a culture of student success as evidenced by the 38 units aligning to and reporting on this theme. Units reported on new initiatives such as math skills programming, professor assistants, the Pathway to Career Readiness, “Explore Days”, study abroad platform, staff recognition and awards, Interdisciplinary conference, “Majors on the U” and Veterans Resource Center. Units also reported on enhanced programming in areas such as thematic advisor training sessions, first Thursday activities and SACE orientation. Per best practices, some units went through a review and revision process for the student handbook and club and organization advisor trainings. Finally, to better track continuous improvement efforts, inaugural assessment reports have been submitted by the upper leadership of Student Success, the Choral Program and others.

Pandemic related reports indicated that units were able to quickly assess the remote/virtual situation, identify resources or changes that needed to occur and quickly implement actions as soon as possible. Many reported a swift transition to remote/virtual meetings, trainings, and processes while facilitating communication with the use of virtual and social media tools.

Theme Two

Non-Academic Units

Many units devoted time to enhancing operational excellence by reviewing and revising office policies and procedures or by implementing tools to create a more efficient flow of work in the office. New, more efficient tools are now being implemented in Admissions, Institutional Advancement, and Faculty Affairs. The pandemic provided an opportunity for some units to identify manual procedures and develop ways to improve processes and provide virtual remote options (e.g. SACE’s Virtual Quick Admit and Virtual Focused Advising).

Academic Programs

Faculty reported that the majority of students performed well and achieved the target level of proficiency for the PSLOs that were assessed. Use of real world projects and case studies increased student engagement. However, faculty did note that certain areas of improvement should be targeted by increasing faculty collaboration, providing learning opportunities earlier in the curriculum, scaffolding assignments and providing access to discipline specific tools and technology. It was also noted that students perform better when the instructor is able to create an intimate and more welcoming environment for the student.

The challenges of the pandemic were also reported in many academic program assessment reports. Many faculty reported receiving communications from students regarding pandemic related challenges such as access to technology, food/housing issues and family responsibilities/concerns. Thus, faculty indicated additional roles of counselor, therapist and career specialist. Faculty accommodated student needs by offering flexibility with students and through the utilization of multiple tools such as zoom, YouTube, GROUPME, Google Classroom, Google Docs, email, text messaging, and personal phone calls. Some even developed and provided a FAQ to provide support.

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Theme Three

Since Internal and external partnerships are valued and appreciated, units worked to strengthen and increase partnerships for the institution. New and continuing partnerships and initiatives include “Talks with Docs workshops” with Penn State physicians, flu shots by Rite Aid pharmacists, counseling services from La Comunidad Hispana, and a worship service led by a community church. Pandemic related partnerships evolved in association with the CARES act and in the creation of a process to provide emergency relief funding for students.

Theme Four

In support of institutional priorities, units launched new projects including a Virtual Block Party and Survey Research webpage, and transitioned to a new assessment management system (Taskstream). Initial steps have been taken to increase the technology infrastructure with the addition of Wi-Fi access points.

Theme Five

To better tell the Lincoln Story, a Strategic Communications and Public Relations Plan was developed, the Lincoln tour experience was enhanced and alumni engagement was enhanced with a “Meet your Legacy” and donor profile initiatives. The four units aligning to this theme plan multiple enhancements to these and other initiatives in the next and future assessment cycles.

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Assessment by Strategic Theme: Details

Theme One

Academic Advising

To enhance student advising and better support advisors, Monthly Thematic Training sessions were offered in fall 2019 to three advisor groups: FYE Instructor/Advisors, Special Population Advisors and Faculty Advisors. Various topics were offered dependent upon the type of advisor and academic calendar. For example, the August workshop for FYE and Special Population Advisors included advising basics and web advisor training. The October workshop focused on mid-term progress review and preparing students for spring registration. The unit plans to enhance this training to include online training modules along with levels of certification.

Academic Math Support Center

The center piloted a new math initiative aimed at building math skills for students enrolled in MAT 101 or MAT 102. Student participation increased throughout the semester and student's comments indicated that they were glad they attended. Math mid-term and final grades were higher for participants than non-participants. Plans are underway to continue and enhance this pilot program.

Academic Support:

Professor assistants supported a high enrollment course (60 students). Professor assistants provided small group study sessions (~5 students/session) to review material and offer support to students. The average course grade for those who participated was higher than those who did not participate (midterm and final course grades). Per the reflections and recommendations of students, professor assistants and faculty, the unit plans to expand and enhance this program.

Academic Writing Support Center

During summer 2019, 20 proctors were trained and certified to proctor placement testing for incoming first year students. Due to high demand for proctors and to increase the number of proctors trained and available to support placement testing, the unit planned to provide training in late spring/early summer. However, after analysis of high school GPA, first year students will now be placed in English per high school GPA information (rather than placement testing).

ACT 101

To increase student enrollment in ACT 101, students were contacted via email and GradesFirst and invited to an orientation session regarding the services offered through ACT 101. Students were also invited to participate via various on campus events (e.g. Welcome Week, Majors on the U, etc.). Fall and spring efforts resulted in the recruitment of 50 students to participate and receive support from this program. The unit plans additional options to increase visibility of the program, such as via messaging using the learning management system.

Athletics-Sports Program:

In collaboration with other units, the sports program worked to increase the overall budget and scholarships available to student athletes. Scholarships were increased in 4 sports and an overall operating budget increase in one sport provided additional support for student athletes.

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AVP for Student Success and Dean of Students

Revision of the student handbook to reflect best practices was begun and planned completion date is August 2020.

AVP for Student Success and Experiential Learning

The unit is exploring a Pathway to Career Readiness Initiative. To better identify unit goals and activities, a review of all units via process mapping and card sorting exercises resulted in a clearer understanding of opportunities available to students. The unit was able to collaborate and develop the Pathway to Career Readiness Plan that outlines suggested activities from first year to senior year. The Career Readiness Plan will be implemented in fall 2020 and will include increased marketing of the activities via social media and classroom presentations.

AVP for Student Success and Health and Wellness

The Lincoln University CARE Team was developed to provide a holistic, multidisciplinary approach to student health and wellness. A component of this initiative included the campus wide first Thursday activities which promote and provide safe student health and wellness information and opportunities. In addition, a Health and Wellness student leadership team was established to allow for student voice in the health and wellness initiatives.

Career Development:

The 3-Step Career Counseling Process includes career planning, resume development and interviewing. Of those participating in the process, the majority completed the career development step and 25 students completed all 3 steps. The unit plans to enhance marketing of the services provided by the office, so that more students participate in the entire 3 step process.

Choral Program

The Concert Choir participated in the HBCU Choral Festival held at Norfolk State University. Students were invited to audition and participate in this festival. Of the 40 students selected to participate, 100% attended and performed at the festival. In addition, one of the pieces was conducted by a Lincoln University Student Conductor. This was the first time a student conducted a choir at this esteemed event. Due to the success of this event, plans to enhance leadership opportunities include the development of student leadership roles and responsibilities such as Choir Librarian, Equipment Team, Section Leaders and Student Conductor.

Community Engagement and Service Learning

The unit worked to ensure that policies and procedures were in place to facilitate community building and service learning opportunities. Policies facilitating this structure include a student orientation, FAQ resources, a reflection component and access to the Engage Lincoln Lions Platform. The platform counted approximately 400 students participating in community service as of March 2020. However, not all student organizations or students are using the platform. Therefore, the office plans more intentional collaboration with student groups to encourage use of the office and services of the platform.

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Dean of College and VP of Student Success

To ensure student housing needs are met during university holidays and breaks, the Dean facilitated meetings with appropriate stakeholders to develop policy and procedures to address student needs. It is anticipated that this policy will need to be reviewed on a regular basis to ensure that student needs are accommodated appropriately.

Early Monitoring Alert Program

This unit continues to recruit students to join the program and receive additional academic support throughout the academic year. Additionally, students were encouraged to attend study hall sessions and special topics academic support workshops. The unit is exploring options to increase student participation.

Faculty Athletics Representative (FAR)

To improve communication among appropriate stakeholders regarding student athlete's academic success, the FAR facilitated meetings with the Faculty Athletics committee. Plans are to use the Athletics committee as a venue for faculty to talk about athletics issues relevant to Lincoln student athletes and also share communications with appropriate institutional leadership.

Financial Aid:

To encourage early completion of FAFSA, the unit facilitated various student events (e.g. FAFSA football game, FAFSA tour) and provided support regarding FAFSA submission. FAFSA completion rate increased over 10% from the prior academic year.

First Year Dean:

Peer mentors facilitated study hall sessions in Wright hall and 2 residential halls. Average weekly attendance in Wright Hall (~84) was higher than in residential halls (~20). To facilitate relationships between peer mentors and students, future plans include a "Meet and Greet" during New Student Orientation.

First Year Program:

To facilitate academic success in the transition to college, FYP encourages students to attend 4 hours/week of study hall. The majority of students attended at least once but did not reach the 4 hours/week goal. Future plans include collaboration with FYE instructors to encourage study hall attendance.

Grades First

Students identified as at risk (by instructors) are targeted for academic intervention. Follow up includes advisor meetings, EMAP services, etc. as appropriate.

Human Resources

To show acknowledgement of and appreciation for staff, a staff recognition and rewards process was developed and implemented. Awards, incentives, criteria and program format were identified and planned. Although the ceremony was postponed to the fall semester, plans are to hold annual recognition events. Additionally, to increase institutional efficiencies, various professional development

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opportunities were provided including on campus workshops and 24/7 remote access to the Linked In Learning suite of learning opportunities.

Institutional Equity:

To ensure that student conduct hearings are conducted appropriately, conduct Board members are trained on panel responsibilities and core competencies. Members were trained over 2 sessions that included a mock hearing.

Institutional Effectiveness, Research, and Planning

The campus climate survey results will be used to identify areas of concern and implement change. Initial actions include collection of diversity, inclusion and equity events/activities occurring across campus, as well as staff recognition efforts, increased training opportunities, and proposed new/updated institutional policies. Per best practices, the mission was reviewed and revised per staff feedback and consensus.

International Programs

A study abroad application platform was launched to better facilitate the study abroad process for students. Along with this launch, a streamlined, stepwise advising process was developed and multiple interest sessions were conducted to encourage student participation.

Internship Services:

Multiple "Explore Days" were conducted to allow students to network with various employers and employer groups (e.g. Federal employment opportunities). This format allows for targeted opportunities for various academic disciplines. Additional disciplines (focal areas) will be incorporated to increase student opportunities.

Library

To inform Information Literacy instruction, student pre-test and post-test surveys were developed as well as a faculty feedback survey. Plans are to utilize the surveys to tailor Information Literacy sessions per the feedback survey responses.

Math Learning Center: To increase initial placement level, students were encouraged to practice math skills on ALEKS PPL prior to administration of placement tests. Placement rates were similar to baseline rates and platform usage data indicates lower than expected student usage/practice. The center recommends implementing a summer II remote instruction with ALEKS PPL.

Student Life:

Per best practices, the club and organization advisor training resources were revised and updated. The new resources were implemented in training sessions and also available for future reference by advisors.

Student Support Services (School of Adult and Continuing Education; SACE):

Orientation was revised and included opportunities for students to complete forms and become acquainted with the Learning Management System (Moodle). Moodle workshops were conducted for

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both students and faculty. To facilitate FAFSA filing, the unit collaborated with Financial Aid to provide an onsite FAFSA workshop.

Additionally, the First Interdisciplinary Conference in Business, Criminal Justice, Education, and Human Services was held and provided an opportunity to highlight student accomplishments. This event was very successful and plans are to continue the conference as an annual event.

Transition Dean:

To provide students with an opportunity to network with faculty, alumni and other professionals, a “Majors on the U” event was developed. Over 90% of student participants stated that they enjoyed the event, were able to network, felt more confident about their intended career field and that attending similar events would help enhance their academic success.

Undergraduate Research:

The Undergraduate Research Symposium has been re-envisioned to include a wider breadth of content from student researchers. Due to the pandemic, the event was postponed to the fall 2020 semester and will occur in a virtual format.

Upper-class Dean:

To support upper class students with completing graduate and professional school applications, students were provided the opportunity to participate in the GRE Ultimate or LSAT Fundamentals course. Students indicated that they were very pleased with the opportunity to learn and participate in these courses.

Veterans Affairs:

To provide resources and support transition to the institution, a Veterans Resource Center was envisioned and created. Two phases of the three phase plan were completed prior to the pandemic.

Wellness Center and Student Activities

To promote and encourage healthy habits for students, the number of intramural and club sport offerings were increased as well as the hours of availability to utilize the facility.

Women’s Center

The center provided a Safe Space where students of any race, gender, culture, religion or physical challenges are valued and their views respected. Additionally, activities, resources, programs and opportunities were provided for wellness and self-empowerment.

Writing and Reading Center

The center tutors visited ENG 099 classes to encourage student utilization of the center services. There was a positive correlation between number of sessions students attended and course grade. Additionally, over 200 attendees participated in workshops offered in various special topics. The tutors of the Writing Fellow Program provided over 10 in class tutoring sessions, per faculty requests.

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Pandemic Responses

Academic Writing Support Center: This unit responded to the remote learning challenge of the pandemic by providing remote access to services. Students were able to submit written work online and tutors were able to provide feedback usually within 24 hours. This process allowed for an almost 24/7 response and feedback. The unit plans to continue this service and enhance messaging about the availability of this online support.

AVP for Student Success and Dean of Students: Due to the pandemic, judicial hearings were held virtually during spring 2020. All stakeholders were notified of the revised process and the virtual meetings went well, with 100% participation in the conduct process.

Band: Music instruction continued during the instructional continuity portion of spring 2020 by utilizing Zoom and Moodle. The director explored remote tools, such as SmartMusic along with the feasibility of providing students with needed instruments and potential plans for physical distancing in a face to face format.

Career Development: Services were offered in a remote format which resulted in more appointments for June 2020 (than June 2019).

Dean of College and VP of Student Success: To facilitate effective and efficient communication, the Student Success Leadership team meetings were held weekly (after the Cabinet meeting). Work was conducted remotely and generally resulted in longer working hours.

Human Resources: Workgroup meetings were conducted remotely to continue progress on the rewards and recognitions initiative.

International Programs: Membership in national organizations and networks provided access to the evolving pandemic situation and responses. The office monitored the rapidly changing issues and provided supports and services to study abroad and international students. Discussions with leadership and stakeholders resulted in the decision to suspend study abroad for summer and fall 2020 and spring 2021.

Library: The library adjusted its services to provide virtual access in multiple ways, including a remote platform for research assistance, LibGuides created, FAQ developed and available via LibAnswers, extensions/renewals of loaned materials and waiving outstanding fees.

Public Safety: The unit coordinated and collaborated with stakeholders to research and develop pandemic related response options. Per discussions with appropriate health agencies and institutional stakeholders, face to face classes ended (instructional continuity was implemented) and non-essential staff were directed to work remotely, as appropriate.

Residence Life: Remote and virtual options were developed for various processes and activities including the 2020-2021 housing selection, the end of year award banquet, and residence life programs. To increase communication opportunities, various social media platforms were utilized.

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Student Support Services (School of Adult and Continuing Education; SACE): The unit developed and utilized virtual and remote tools to communicate and support students. A survey was administered to identify support needed and a FAQ was developed and provided as a resource to students.

Transition Dean: To increase communication during the instructional continuity portion of the semester, various virtual tools were utilized including zoom meetings, social media, and a Moodle check-in opportunity.

Veterans Affairs: The office is evaluating resources needed to continue operations using remote/virtual tools.

Writing and Reading Center: The center quickly developed and provided online/remote services to students including web form submissions, tutoring sessions via Zoom (or other platforms), tutoring feedback via email (or other tools) and a tutoring response/communication policy, etc. Due to these adjustments, the center was able to continue providing services to students during the spring's instructional continuity.

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Theme Two

Non-Academic Units

Admissions (SACE)

To increase efficiency in application processing, the Ellucian Recruit system was implemented. Staff were trained on the system and a fall implementation was successful. Future plans include creating formalized policies and procedures.

Advancement Services and Operations

To improve the efficiency of student award processing, a new award management tool has been implemented. Staff have been trained on the system and processes have been developed. Next steps include the coordination of processes across units to fully automate the awarding process.

Controller Office

The office has completed updating 88% of the departmental policies/procedures (107/121). They will continue to update the existing policies and have not identified areas where policies/procedures would be beneficial and are needed.

Enrollment Management:

In collaboration and conversation with students, faculty, staff and alumni, a Strategic Enrollment Management Plan was developed by the Steering committee and working groups. This inclusive and comprehensive process allowed for data and stakeholders to inform the process and customize the plan as appropriate for our institution.

Faculty Affairs:

To increase office efficiencies, better manage faculty profiles and allow for student e-portfolios (a High Impact Practice), staff are being trained on and customizing a software tool. Implementation and roll-out is planned for 2020-2021.

Institutional Effectiveness, Research, and Planning

In collaboration with appropriate stakeholders, the office provided data and support in the development of the Strategic Enrollment Management Plan. Implementation is planned to begin 2020-2021.

Media Center:

The unit provided opportunities for students to shadow and network with professionals in the mass media field. Several students secured full and part time employment from these opportunities. The unit plans to continue leveraging relationships with professionals to provide virtual and on site opportunities for students.

Purchasing and Contracts

To increase the efficiency in the purchasing process, the requisition training was reviewed and updated. The training manual and forms are now available via password protected links on the purchasing webpage.

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Registrar:

To ensure that policies and procedures align with best practices, the AACROA assessment tool was utilized to review current practices. Since this is a very comprehensive tool, approximately 50% of the assessment was completed. Plans are to complete the assessment to identify areas of success and improvement.

Title III:

The office is facilitating support to the Math Learning Center, the Writing and Reading Center and a program to prepare students for graduate and professional school. These units delivered targeted academic support to struggling students and those applying to graduate and professional school.

Upward Bound: Unit processes were revised to better facilitate program recruitment and retention. Project re-organization and restructuring the academic year model and summer months programming allow for enhanced services and supports to students. Additionally, professional development opportunities provided training in program specific software tools.

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Pandemic Responses

Admissions (SACE): The unit re-imagined ways to stay connected with potential students by implementing a Virtual Quick Admit, “Ask Me Anything” virtual appointments, and focused advising opportunities (MED:101; HUS:101). The Virtual Quick Admit provided an efficient, virtual interview and application process. The Ask Me Anything sessions provided direct contact of potential students with faculty to address student questions. The focused advising sessions provided admitted students with opportunities to speak with faculty beyond the traditional advising/registration process. All of these processes combined allowed for application decisions sent to students electronically within 24-48 hours of the review process. Student and faculty feedback indicated that these virtual approaches were very successful, so plans are to continue some or all of these opportunities beyond the pandemic situation.

Bursar: The unit was able to perform most tasks remotely and created a process to retrieve and return phone calls and to process checks.

Controller Office: Most processes were able to transition to the remote situation. Zoom was beneficial in the transition. This situation has identified gaps in certain processes due to reliance on manual, paper processes. Plans are to work with appropriate stakeholders to implement online approval processes.

Upward Bound:

The unit implemented engaging and virtual programming, orientation, trips and recruitment. Additionally, a virtual 6-week summer program was developed and implemented that included a loaner laptop to students.

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Academic Programs

Accounting: Assessment of-

PSLO 1: Identify and describe the basic principles, terminologies and concepts of accounting.

Findings: Assessments modeled after CPA exams showed that students exceeded the Benchmark achievement. Recommendations to enhance the program include greater integration of technology into the accounting curriculum.

Anthropology: Assessment of –

PSLO 2: Critically explain the components of culture and be able to discuss the relationship between the environment, food, health, and knowledge base in the development of culture.

Findings: Written work and exams show that students met learning expectations. Recommendations include the use of PowerPoint and group projects to facilitate group work and enhance presentation skills.

Pandemic: During instructional continuity, students had difficulty accessing Wi-Fi and using the learning management system. Although cell phones sometimes serve as a distraction during in class discussions, during the pandemic, cell phone use provided continued communication and access to technology for some students. Also noted was the unique situation of the lockdown resulting in family members living together in a closed environment, sometimes causing additional challenges to learning.

Basic Writing Program: Assessment of –

PSLO 6: Demonstrate a process to reading through the use of pre-reading, reading, and post-reading skills.

Findings: With focus and attention, students were able to perform at the reading benchmark. The next improvement steps address increasing the students' sustained, transferable reading comprehension.

Biochemistry and Molecular Biology: Assessment of –

PSLO 1: The student will be able to interpret and explain the concepts of biology and chemistry content chemistry covered in class.

Findings: Assessment utilizing embedded questions on exams throughout the semester indicate that students exceeded the benchmark. Providing clear expectations allowed students to prepare. Recommendations to provide more discipline specific written work and presentation opportunities to hone science writing skills.

Biology: Assessment of –

PSLO 2: Communicate effectively biological concepts through written, spoken and visual means.

Findings: Four different measures were utilized to assess student learning in 200, 300 and 400 level courses. Students met expectations for this PSLO and faculty recommend that students benefited from multiple opportunities to express themselves scientifically and frequent peer and instructor feedback. Faculty plan to incorporate more assignments that can be broken down into smaller parts to provide opportunities for peer and instructor feedback and student

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revision to improve the final papers/projects. Additionally, faculty identified the need to re-examine the approach to teaching and practicing critical thinking. Plans are to develop a critical thinking scaffold in the curriculum.

Pandemic: During the instructional continuity portion of the spring semester, faculty were innovative and crafted remote learning opportunities. To identify and collect adaptations, the department administered a survey and to collect data from 6 different labs. The adaptations included using online simulations, creating fictional data for students to analyze, reading assignments with questions, and adapting hands on exercises for at home completion. Faculty also used multiple tools to communicate and collect student work including Moodle, text messaging, Google forms and docs, YouTube, GROUPME and Zoom. Faculty noted that students were challenged with lack of academic resources, access to technology and adequate internet, lack of basic needs (food, housing) and family responsibilities.

Business Administration (MBA): Assessment of -

PSLO 1: Speak and write effectively and defend an independent research project that critically integrates the theoretical concepts of the program with their occupational, career and post-graduate interests.

Findings: Most students met expectations for the case studies. Faculty recommend collaborating with colleagues to develop and provide additional learning opportunities focused on APA writing methodology and documentation style.

Pandemic: Zoom was utilized for lectures and presentations. Some students lacked resources (computers, reliable internet) which presented challenges.

Chemistry: No report submitted.

Computer Science:

PSLO 6a: Analyze network traffic for security vulnerabilities and be able to mitigate network outages due to security breaches. The students will design cybersecurity solutions for business problems and be able to identify, resolve and document network security issues and also recognize the ethical considerations of utilizing technology in business.

PSLO 6b: Demonstrate mastery of the concepts of computer graphics and related mathematics. Students will apply software engineering techniques to game development and demonstrate skills in game design and its creation. Students will also demonstrate hands-on experience with tasks assigned to game designers at major game studios and be able to design and complete one or more game projects for their portfolio.

Findings: 6a. Utilizing problems and projects to assess student proficiency in this PSLO, most students met or exceeded expectations. Per observations and discussions, students have a high interest level in cybersecurity and students with these skills are in high demand. Recommendations for program enhancement include a cybersecurity lab where students can learn with simulated attacks and real world experiences. Since students perform well in this 300

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level course, faculty recommend reviewing the cybersecurity curriculum and consider renumbering and renaming courses.

6b. Students' applied skills were assessed via projects in the Capstone course. The majority of students met or exceeded expectations on this project with some students focusing on creativity due to the available Visual Basic tools. Faculty recommend review of computer animation and gaming courses for possible adjustments in course content, numbering, titles and prerequisites.

Pandemic: Due to limited resources during the remote learning component of the course, students utilized 2 different language platforms to complete the project. The availability of visual component tools in Visual Basic increased the creativity of the respective projects.

Composition Program: Assessment of -

PSLO 3: Design a written text with organizational and rhetorical structure to support and communicate the writer's ideas and the integration of the writer's ideas with those from appropriate sources.

Findings: Students exceeded the acceptable target on written work as assessed with the ILO 1 Writing rubric.

Counseling (MS): Assessment of –

PSLO 2: Ethically utilize appropriate counseling techniques with various populations.

Findings: Students were provided multiple opportunities (projects, in class discussions, practice tests) to learn about and reflect on ethical scenarios. Students exceeded expectations on the Ethics portion of the comprehensive exam. Faculty indicate that students may benefit from assessments which allow for students to write out thoughts/reflections regarding various ethical scenarios.

Criminal Justice: Assessment of –

PSLO 1: Define and describe the basic principles of organization of the government and criminal justice system

Findings: Student assessment via multiple choice questions indicate that students exceed expectations. Faculty recommend connecting course concepts to real life experiences and exposing students to researchers, providers, etc. in the field. This provides an opportunity for students to relate the lessons to the world in which they live socially, culturally, and racial/ethnically.

Early Childhood (MED): Assessment of –

PSLO 1: Understand development, cognition, and learning for children from birth to age 9.

Findings: Students were provided multiple opportunities to demonstrate proficiency in course content via oral presentations. Students met expectations per an oral presentation rubric.

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Early Childhood/Special Education (MED): Assessment of –

PSLO 1: Develop/implement/modify curriculum and instruction that promote children’s development and learning.

Findings: Student oral presentations met expectations as scored by the oral presentation rubric.

Pandemic: To enhance communication with students, faculty utilized zoom, email, phone calls, and text messaging. Students enjoyed the weekly check ins on zoom.

Engineering Science: Assessment of –

PSLO 2: Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

Findings: Students performed well on the real world design projects. Some students lack experience with design methodologies and tools. It is recommended to incorporate more design methodologies and tools in sophomore and junior level courses.

Pandemic: Students were able to complete most of the practical work before remote instruction occurred. Due to the pandemic, students put more effort into theoretical and computational design. Faculty recommend providing more opportunities for theoretical and computational design as well as encouraging summer internships.

English Liberal Arts: Assessment of –

PSLO 3: Identify major writers and literary texts in the English, American, and African American literary traditions.

Findings: Most of the students met expectations in the oral presentation assessment. Expectations were met for the writing work. Faculty recommend stressing the importance of critical thinking with writing throughout the curriculum.

Environmental Science: Assessment of –

PSLO 2: Effectively communicate scientific concepts through written, spoken and visual means

Findings: Essays, oral presentations, and research papers were utilized to assess student learning in 200, 300 and 400 level courses. Students met expectations for this PSLO and faculty recommend that students benefited from opportunities to express themselves in oral presentations and debates. Faculty plan to incorporate more assignments that can be broken down into smaller parts to provide opportunities for peer and instructor feedback and student revision to improve the final papers/projects. Additionally, faculty identified the need to re-examine the approach to teaching and practicing critical thinking. Plans are to develop courses and modules that address critical thinking.

Pandemic: During the instructional continuity portion of the spring semester, faculty were innovative and crafted remote learning opportunities. To identify and collect adaptations, the department administered a survey and to collect data from 4 labs. The adaptations included using online simulations, creating fictional data for students to analyze, reading assignments with questions, and adapting hands on exercises for at home completion. Faculty also used multiple tools to communicate and collect student work including Moodle, text messaging, Google forms and docs, YouTube, GROUPME and Zoom. Faculty noted that students were

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challenged with lack of academic resources, access to technology and adequate internet, lack of basic needs (food, housing) and family responsibilities.

Finance: Assessment of –

PSLO 5: Analyze insurance risk management processes and the alternative risk management tools used for loss control and prevention.

Findings: Students exceeded the target for the final written project. Students were able to identify the 5 steps in the risk management process and apply these concepts to an actual business. Faculty recommend continuing this type of capstone assignment and grading rubric.

French: Assessment of –

PSLO 4: Communicate in writing about a variety of topics and disciplines such as history, literature, art, and political science at the Advanced level of the ACTFL rating scale.

Findings: Multiple assessment methods (composition, post-test, final exam, movie report) across multiple course levels (100, 200, 300) show that students met expectations. Average student performance was lowest for the post test and highest for the movie report. Faculty recommend continuing the emphasis on writing in all levels and focusing on remediation strategies. Since the post test is not included in final grades, faculty recommend providing credit to entice students to perform well. Additionally, faculty recommend more time to complete activities related to the post test and providing practice post-test evaluation opportunities.

General Education: Assessment of –

ILO 1: Effectively communicate in oral, written and visual form.

Findings: All instructors who teach courses aligned with ILO 1 were requested to pilot the use of the approved University rubrics (Writing; Presentations). Multiple disciplines provided results with the most from English courses. The Benchmark was met for this assessment. The committee recommends additional rubric training/instruction and a more consistent use of the approved University rubrics which may include revision of the rubric to make them more user friendly.

General Science: Assessment of –

PSLO 2: Effectively communicate scientific concepts through written, spoken and visual means.

Findings: No General Science majors were enrolled in the courses that were assessed. The General Science program has been eliminated from the academic offerings and will no longer be assessed.

Health Sciences: Assessment of –

PSLO 1: Student will describe five body systems and explain their function.

Findings: Multiple assessment methods (assignments, quizzes, tests) across multiple course levels (100, 200, 300) shows that most students met expectations. To increase student success, faculty recommend dividing up some of the complex material so students can spend more time learning the material. Additionally, individual tests will be offered rather than grouped together. Faculty are also considering increasing the benchmark and assessing courses that cover all components of this PSLO.

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History: Assessment of –

PSLO 5: Communicate effectively in written format.

Findings: Students met the expectations for the Research paper that was assessed in 100 and 200 level courses. To increase performance on research papers, faculty recommend devoting more time to the construction of research papers at the beginning of the semester and to consider pursuing the designation of certain courses as writing intensive.

Human Services (Main Campus): Assessment of –

PSLO 5: Identify, analyze and practice the values, ethics, skills, and characteristics associated with the effective human service professional.

Findings: A final paper in the field placement course shows that students met expectations. Students performed well with the main content of the paper while an area of improvement is with APA formatting. Faculty recommend providing additional opportunities to practice grammar and APA formatting skills.

Pandemic: Faculty worked on improving communication between students and between colleagues during the remote instruction and remote work. Many faculty utilized email, Moodle, zoom and conference calls to communicate with students and colleagues.

Human Services (BHS-FLEX): Assessment of –

PSLO 5: Identify, analyze and practice the values, ethics, skills, and characteristics associated with the effective human service professional.

Findings: Students met expectations for the field placement final paper. Since students performed lowest on the APA formatting section of the rubric, faculty recommend providing additional learning opportunities incorporating APA formatting skills.

Pandemic: Adjustments for BHS-FLEX students were minimal since this program normally delivers content through Moodle (discussions, assignments, chats). Additionally, faculty utilized zoom and conference calls (one on one and group) for meetings, advising and registration. Since faculty fielded many questions from students regarding grades, diplomas, transcripts, etc., a fact sheet with responses to frequently asked questions was prepared for students.

Human Services (MAHS): Assessment of –

PSLO 2: Evaluate similarities and differences in major psychological theories and apply them appropriately for individual, group, organizational and community change in direct care service delivery.

Findings: Most of the students met expectations for the final paper. Faculty recommend providing additional opportunities for students to practice using professional language that is theoretically inclusive. Additionally, faculty plan writing assignments that incorporate APA formatting skills and critical thinking with writing skills.

Information Technology: Assessment of –

PSLO 4: Define and Categorize the basic SQL language subsets (DML, DDL, and DCL) for application to pre-specified business problems and associated tables while administering the database.

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Findings: Students exceeded expectations for the SQL language exam in the 300 level course. Faculty recommends providing more individualized support including in class, instructor led examples and exercises to help convey and re-inforce topical lectures.

Management: Assessment of –

PSLO 1: Identify organizational challenges and develop administrative, legal, ethical, operational and technological strategies that inform managerial decisions.

Findings: Students exceeded expectations for the final research paper in the 400 level course. Students were not well prepared to perform the level of rigorous research that is required for this course. Faculty recommend exposing students to more research opportunities in lower level courses.

Mass Communications: Assessment of –

Pandemic: Faculty maintained communication with students via Moodle, Zoom and conference calls. Faculty learned that students did not have access to computers/technology, software, reliable internet and were also experiencing housing issues and food insecurity. Faculty worked to identify free Wi-Fi and computers, made modifications to assignments, due dates and requirements and allowed alternate modes of submission.

Mathematical Sciences: Assessment of –

PSLO 4: Use mathematical logic to construct proofs and solve problems in abstract mathematics.

Findings: Students exceeded expectations for embedded questions on tests in 200, 300 and 400 level courses. For the 200 level course, faculty recommend devoting less time to PSLO 2 material, so that more time is available for PSLO 4 material. Faculty recommend reviewing the current PSLOs to make the program more competitive for advanced studies and professional employment. Faculty are encouraged to apply for faculty development grants and attend trainings on innovative pedagogy to improve teaching via adoption of new remote technology or research.

Mathematics General Education Program: Assessment of –

MAT 106:

CSLO 1: Apply a variety of quantitative critical thinking skills and set theory to problem solving in multiple contexts.

CSLO 2: Apply an understanding of percent and interest theory to solve problems involving consumer finance.

CSLO 3: Describe various measures and concepts of statistics and probability and apply them to analyze data and solve problems.

MAT 110:

CSLO 1: Solve a variety of equations and inequalities and use them in application problems.

CSLO 2: Evaluate, graph, and describe the characteristics of functions and relations, and use them in modeling.

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CSLO 3: Apply appropriate techniques to describe and graph basic types of functions and their transformations.

Findings: MAT-106: The assessment results indicate the department is on the right track with the standardization process, increasing consistency and raising overall student performance. Based on assessment and instructor observations this academic year, reading assignments in the workbook have been added to the homework assignments on the syllabus and a more detailed description and guidelines for the project has been developed. Next steps include asking students to do presentations and reports from the course project, and it is hoped that this project, in which students discuss applications of math in real life, can be used in the future for ILO Assessment.

MAT-110: These assessment results indicate the department is on the right track with the standardization process, increasing consistency and raising overall student performance. In addition, assessment results show that performance in the Math Lab is a strong indicator of student success. Instructor observations indicate that students are usually successful in the course if they come to class from the beginning, sign onto and start using MyOpenMath promptly, do the homework regularly, and attend the Math Lab on time to do individual work and group work.

Music Performance: Assessment of -

Pandemic: Faculty found that students struggled with lack of technology, reliable internet, housing insecurity, work/school balance and general stress. A survey administered to student's also identified the lack of access to pianos and other musical instruments. To facilitate remote learning, the purchase/availability of roll up pianos, microphones and choir/band software is recommended.

Nursing: Assessment of -

PSLO 1: Demonstrate caring attitudes and behaviors as they carry out the work of professional nursing with the understanding of human development, the goal of preserving dignity, and aspirations of promoting health and wellness for individuals, patients, and themselves.

Findings: Students met expectations on a clinical rubric in a 400 level course. Faculty recommend revising the clinical rubric to better align with PSLO assessment.

Pan-Africana Studies: No report submitted.

Philosophy: Assessment of –

PSLO 2: Create clear and cogent oral and written presentations.

Findings: Students did not meet expectations on the papers required in the 200 and 300 level course. Faculty recommend collaborating and utilizing virtual tools to more effectively teach in the remote setting and applying readings (course content) to current events, as appropriate.

Pandemic: Students in some of the Philosophy courses were provided an opportunity to reflect and provide responses to how the pandemic and remote learning has affected their learning (strength/weakness). Student responses were collected and analyzed to learn issues and ways to address these issues in the future.

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Physics: Assessment of -

PSLO 2: Solve complex problems utilizing critical thinking skills.

Findings: The majority of students met the acceptable target related to critical thinking skills. These skills are explicitly taught in freshman level courses. To improve the teaching of critical thinking skills, instructors will use problem solving during classes and in homework assignments and tests.

Political Science: Assessment of –

Pandemic: Instructors had to improvise and adopt virtual instruction methods very quickly. The use of technology initially was not as efficient. This improved over time and students seemed to become more serious, responsive and responsible for their work. There were strong indications that students read the course materials more during the remote instruction. Plans are for instructors to become more knowledgeable in the use of multiple tools/media and in online instruction/pedagogy.

Psychology: no Report submitted.

Religion: Assessment of –

Findings: Collaboration of all faculty teaching Religion courses is needed to discuss assessment, the Religion curriculum map and PSLO assessment of the Religion program.

Pandemic: Students were able to complete a research paper and the instructor was able to provide recommendations before the campus transitioned to remote learning. Due to pandemic and technology challenges, students were provided alternate assignments (rather than review/revision of papers and oral presentations). Students participated in class discussions via zoom and quizzes were administered via Moodle. Students initially had difficulty with the remote learning but were able to work through the challenges.

Sociology: Assessment of –

Pandemic: Faculty adapted to remote instruction by maintaining communication with students (Moodle, email and phone calls), identifying student needs (technology, Wi-Fi, tools), student challenges (housing, food, health, & family issues) and continuing to provide instruction (Zoom, Google classroom). Along with encouraging students to complete the spring semester, many faculty also accepted the role of counselor, therapist, and career specialist.

Spanish: Assessment of –

PSLO 3: Communicate orally in Spanish at the Advanced level of the ACTFL rating scale.

Findings: Students exceeded expectations for oral interviews and oral presentations, as assessed with rubrics. For the oral interviews, instructors note that it is important to create an intimate and welcoming environment and to allow for ample one-on-one or small group practice time. Both measures are different in nature and student attitudes towards them are equally different, yet both are valid and instructors plan to include them in future classes. Future plans include dedicating a portion of every class to oral communication in the remote classroom and lab setting with a diverse array of activities: class conversations and discussions, small group

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conversations, games and dialogues, pronunciation practice and self-recordings and oral presentation and oral question-answer activities.

Pandemic: With the switch to remote learning and teaching, ALL Spanish classes had to re-evaluate not only daily classroom exchanges and assessments, but also the role and utility of the old-school language lab. The ALL REMOTE and thus all computer or device-based nature of COVID-era classrooms has solidified for our department what we already suspected: language learning online via interactive language-learning programs is MORE effective remotely on an individual basis via Zoom, Cengage and lingt.com than in a classroom basis in the physical language lab. Students adapted during the Spring semester seamlessly to performing lab assignments using these various virtual tools. These interactive platforms allowed students to perform and practice Spanish speaking, reading, writing and listening within a 21st century context regardless of their day-to-day schedules or what device they used.

Visual Arts: Assessment of –

Pandemic: Due to the nature of the courses in Visual Arts, instructors developed and utilized a survey to determine the impact of the pandemic on student learning. The survey was administered to faculty teaching 100 to 400 level Visual Arts courses in spring 2020. The survey responses indicate that the main challenges for students were: lack of technology, access to reliable Wi-Fi, housing insecurity, work/school balance and general stress. For the visual arts courses, the pandemic clearly identified challenges regarding access to technology. The department has access to some technology but plans to create a reserve of equipment to support students (if possible, as budgets allow).

Writing Proficiency Program: Assessment of –Portfolios, Writing Intensive Courses (WIC) Syllabi certification, and

PSLO 1: Demonstrate writing competence in the production of writing pieces in their discipline in the writing intensive courses and in the WPP Portfolio. The writing pieces must display effective use of grammar, punctuation, and coherent paragraphs.

Findings: Regarding Portfolio reviews, the target was partially met, in part due to challenges regarding the pandemic and submissions of portfolios. Regarding WIC certification, 50 courses have been certified with some pending revision and certification. To strengthen the WPP program, plans are to encourage more programs to submit courses for WIC certification. Additionally, a survey of faculty teaching WIC indicates that faculty noted students' writing improved throughout the semester, faculty were able to identify trends in writing issues for students, and faculty provided multiple types of assignments to assess student writing. Plans are to continue utilizing the survey, encourage more WIC faculty to respond to the survey and to provide an opportunity and platform for WIC faculty to collaborate (and share assignments, rubrics, best practices, pedagogies, etc.), in order to enhance teaching and classroom practices.

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Theme Three

Co-Curricular Pre-Professional Preparatory Program in Biomedical Sciences and Health Professions: To enable a two-way dialog between Penn State Physicians and Lincoln students, the unit planned the “Talks with Docs Virtual Workshop Series.” Unfortunately, due to pandemic issues, only 1 of the workshops occurred. Additionally, this unit coordinated one-on-one mentoring partnerships between Lincoln pre-med students and Penn State Medical College. The activities were valuable and well received by Lincoln students. Plans are to continue the virtual workshop series and provide other opportunities for Lincoln students to network with current medical school students and faculty.

Counseling Center: The counseling center created a new partnership with La Comunidad Hispana. This partnership will be a resource for students to access psychiatric and other counseling services. Moving forward, the unit plans to collaborate with the First Year Dean to better advertise the counseling services offered and to screen for Depression of at risk students. Additional collaborations will be sought with student organizations to raise awareness and address stigma in relation to mental health.

Facilities: To strengthen the contractor base in regard to campus mechanical and plumbing needs, the unit identified mechanical contractors, reviewed their work and chose a contractor. Several projects were completed to the satisfaction of the university. Plans will move forward in the same manner to select and hire a plumbing contractor.

Health Services: In collaboration with Rite Aid pharmacists, the unit offered flu shot appointments for students, faculty and staff. Findings revealed that reminder notices may help improve the efficacy of the program and an enhanced marketing campaign may help improve participation.

Human Resources: To better recognize faculty and staff contributions to the institution, the unit addressed the issue by working with an institutional committee to learn about faculty/staff recognition preferences, understand what is already occurring and compare with other institutions and best practices. The group developed a list of awards, eligibility, criteria and planned the event (fall 2020).

Male Achievement: To increase parent and community engagement, the unit expanded their Facebook presence and offered new programming initiatives. Facebook followers and community participation increased. The unit plans to research and identify new ways to utilize technology to engage students.

Spiritual Life: To better support all students, the unit offered Muslim services and also a worship service that was led by a community church. The Jum’ah services focused on understanding the life and duties of Muslims and were conducted in a separate building from the chapel. The unit plans to continue supporting the institution by participating in the Interfaith Youth Core (IFYC).

Sponsored Programs: The unit conducted an internal audit to better identify the projects and respective funding agencies currently occurring at the institution. Additional conversations with department chairs revealed challenges related to time and effort availability for faculty to engage in research and/or creative activities. The unit will work with partners to enhance quality and success of funded projects.

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Pandemic Responses

Community and Government Relations: Due to the pandemic, the office had to pivot to support the institution in regards to communications with appropriate external offices and applying for the CARES act funding. Plans are to continue negotiations and communications with appropriate stakeholders as the situation evolves with the pandemic and available funding opportunities.

Conference Services and Special Events: Due to the pandemic, the office worked with internal and external constituents to find alternate ways for events to occur. Events were converted from on campus and in person events to virtual, remote alternatives using zoom and other virtual tools. The office plans to follow CDC guidelines regarding plans for 2020-2021. Alternative ideas for hosting events include utilizing various outdoor spaces along with live streaming events. The unit will work with external partners regarding the possibility of utilizing campus facilities to record performances and then stream or share recordings, as appropriate.

Corporate and Foundation Relations: The unit shifted to finding emergency relief funding to better support our students during the beginning challenges of the pandemic. The unit was able to secure funding via TD Bank and the Andrew W. Mellon foundation. This crisis highlighted the need to provide and develop processes for students to apply for emergency funding. The unit plans to implement a process for students to learn about and apply for emergency funding to further support our students.

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Theme Four

Annual Giving: Two major campaigns were sponsored by the unit and both events exceeded the goals for the events. The spring event was altered to a Virtual Block Party due to the pandemic. This Virtual party was held on social media platforms and reached over 3,000 constituents. The unit plans to continue to use social media platforms and begin marketing events earlier to increase funding and support of the events.

Information Technology (Office of): To increase Wi-Fi connections, the office plans to deploy thirty wireless access points within Dickey Hall. Steps taken in this process include: creating a roadmap for access point locations, obtaining quotes, and purchasing required materials. Installation will be completed when access to Dickey Hall is available.

Institutional Effectiveness, Research, and Planning: To better serve our stakeholders, the office revised the mission statement and created a survey research page containing reports of various institutional surveys. Additionally, a more robust assessment reporting platform was purchased and implemented. The implementation involved customization of the platform, development of training guides/resources, and institution wide training. The office will use feedback from the deployment to further customize the platform and develop additional trainings and resources, as appropriate.

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Theme Five

Admissions (MC): To enhance the Lincoln Tour Experience, the office researched and purchased a tour booking software. The software allows guests to easily view the availability, to schedule (and/or re-schedule, as necessary) and provides reminders. After implementation of the tool, number of campus guests increased and “no shows” decreased. The office plans to further enhance the experience by creating a standard video information session and providing a virtual tour option.

Alumni Relations: To increase interactions with students and engagement of alumni, a “Meet your Legacy” initiative included activities throughout the academic year. Students and alumni participated in fast paced verbal interactions, follow up discussions and question/answer sessions. Along with relationship building that occurred, some students secured internships or employment offers. The office plans to continue and enhance this initiative.

Communications and Public Relations: To enhance coherence of communications, the office developed and published a Strategic Communications and Public Relations Plan: Telling the Lincoln University Story. Succeeding years will be devoted to implementing the plan.

Major and Planned Giving: To increase interest and membership in the 1854 Society, the office included profiles of 1854 members in the Lion Magazine. The profiles generated donations/bequests and inquiries from alumni that provided impetus to revise the webpage with more information, resources and videos regarding the 1854 Society. The office plans to further enhance the information, branding, and marketing for the 1854 Society.

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Assessment Day 2020 Summary

Overview: The campus community was invited to attend and participate in the annual Assessment Day. The events and activities were provided as an opportunity to share assessment information and updates with the campus community and also engage in the assessment process. Due to the pandemic, the activities were transitioned to a virtual format and included:

- Welcome message from Tiffany Lee, Assistant Provost for OIERP
- OIERP Taskstream Implementation update
- Status updates from committees
 - Assessment and Evaluation (faculty committee)
 - Administrative Assessment Committee
 - Student Success Assessment Committee
 - General Education Committee
 - Curriculum Coherency Initiative
- Emergency Response Concurrent Break-out Sessions: opportunity for conversations regarding impact of pandemic, responses, accolades and suggestions for improvement. Attendees were invited to join and participate in a conversation.
 - Administrative Units Conversation
 - Student Success Conversation
 - Instructional Continuity Conversation
- Inspirational Reflection: the activities concluded with a reflection by the AVP for Health and Wellness; University Chaplain
- Q & A Session: an OIERP sponsored open session for anyone to attend and ask questions about Taskstream implementation or assessment.

Assessment Day Attendance:

- Overall attendance: 142 participants
- Average Conversation attendance: 36 participants
- Inspirational reflection attendance: 112
 - Attendees offered over 70 expressions of thanks to the Lincoln community

Post Event Satisfaction Survey: Attendees were invited to participate in a post event survey to determine effectiveness of and satisfaction with the Assessment Day activities. The survey response rate was 56% and select responses included:

- Activities were beneficial to their knowledge of assessment at Lincoln: 81% responded Extremely or somewhat beneficial
- Learn anything new about assessment/assessment occurring at Lincoln: 75% A lot or a moderate amount
- Open comments indicated that the most useful aspect of the day was:
 - Emergency response conversations
 - Assessment skills and Q/A
 - Opportunity to interact and collaborate

Assessment Day 2021: Survey results will be taken into consideration when planning for Assessment Day 2021.

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Conclusion

The 2019-2020 Assessment report provides a unique opportunity to identify and commend students, faculty, and staff in their response to the COVID-19 pandemic that began in the spring 2020 semester. Beginning with monitoring, developing response plans, and implementation of plans, the institutional leadership were able to provide supports that allowed instruction and institutional responsibilities to continue while adhering to health and safety recommendations. Thus, the 2019-2020 assessment reports provide a snapshot of creative and innovative ways that units and programs quickly assessed the situation, determined alternative methods/processes, acquired training or resources, and implemented solutions. Many of the innovative and creative responses received positive feedback and will have continued implementation beyond the challenges of the pandemic.

Along with academic and unit responses to the pandemic, the assessment reports provide evidence of continual improvement efforts occurring prior to and in spite of the emerging pandemic. Programs and units analyzed assessment data and developed action plans for the next (or future) assessment cycles to further support students and the institution. Understanding that 2019-2020 was the first year of implementation of the Taskstream assessment management tool, OIERP has received user feedback and recognizes that additional resources, training, and customizations will be beneficial and are planned for 2020-2021.

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Appendix

Academic Program Data

Degrees awarded counts degrees that were awarded between July 1, 2019, and June 30, 2020. This is a duplicated count, meaning that a student who earned one or more degrees will be counted for each degree earned/awarded. If a student completed requirements for a first, second, (or more) major, the count will include each of these majors. Fall 2019 majors includes students who have declared or who intend to major in the specific discipline.

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Undergraduate Programs

Program	# Degrees Awarded	% Degrees Awarded	Fall 2019 Majors
Accounting	3	0.9%	52
African Studies	5	1.4%	15
Anthropology	4	1.1%	3
Biochemistry and Molecular Biology	4	1.1%	24
Biology	21	6.0%	163
Chemistry	1	0.3%	13
Computer Science	15	4.3%	82
Criminal Justice	29	8.3%	228
Engineering Science	2	0.6%	30
English Liberal Arts	6	1.7%	25
Environmental Science	0	0.0%	5
Finance	6	1.7%	34
French	0	0.0%	0
Health Science	38	10.9%	172
History	0	0.0%	2
Human Services	61	17.4%	190
Information Technology	5	1.4%	17
Liberal Studies	0	0.0%	1
Management	25	7.1%	177
Mass Communications	45	12.9%	138
Mathematics	5	1.4%	13
Music	2	0.6%	26
Nursing	26	7.4%	198
Philosophy	0	0.0%	5
Physics	0	0.0%	5
Political Science	15	4.3%	56
Psychology	19	5.4%	159
Religion	1	0.3%	0
Sociology	7	2.0%	43
Spanish	2	0.6%	3
Visual Arts	3	0.9%	31
Non-Matriculating	0	0.0%	8
Undeclared	0	0.0%	122
Total	350	100.0%	2040

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Graduate Programs

Program	# Degrees Awarded	% Degrees Awarded	Fall 2019 Majors
Counseling	12	11.5%	14
Early Childhood and Special Education	8	7.7%	0
Early Childhood Education	10	9.6%	53
Educational Leadership and Administration, General	5	4.8%	26
Finance	13	12.5%	16
Human Services	41	39.4%	68
Management	15	14.4%	19
Non-Matriculating	0	0.0%	5
Total	104	100.0%	201