## College of Health Professions and Natural Sciences Outcomes Assessment Plan 2023 - 2024

### Introduction

Evaluation of program effectiveness has been an embedded process in the College of Health Professions

the students' perspectives, the use of rubrics provided consistency in grading and a keen understanding of the program's expectations.

Our undergraduate and graduate programs maintain outcome assessment (OA) maps which clarify the linkages among specified expected outcomes and measures utilized. The OA map illustrates **where** the graduation and program competency will be measured (the course) and **how** the competency will be measured (e.g., assignment & rubric, objective exam, clinical evaluation).

A concerted effort is made to identify course evaluation methods that could measure more than one outcome. This enables better collection and tracking of the requisite data, while still providing evidence of overall program effectiveness. Consistency of data collection and evaluation processes are key to a successful outcomes assessment plan.

The evaluation of program-specific outcomes is a continuous process throughout the academic year. Data arecollected and reported by block and/ or semester and collated using student work products from the identified outcomes counside in each academic program of study Excel spreadsheets with embedded formulas assist to generate statistics for course outcomes. Discussions of outcomes data are embedded within monthly Nursing Curriculum Committee and Health Sciences/Natural Sciences Curriculum Committee meetings as a standing agenda item. At the conclusion of the academic year, Program Chairs submit an annual summary report in preparation for the annual Academic Affairs Outcomes Assessment Summit. Summary reports define the scheduled assessment activity, benchmarks, annual levels of performance, and specific decisions or actions taken ("closing the loop") to improve student learning. Each report provides a record of the previous year's data collection and decisions/actions based on these data. Program-specific and college outcomes data are maintained on the College Shared Drive.

Non-CECRAM data are collected as additional measures to assess Student Learning Outcomes (SLOs). Additional measures for the assessment of SLOs utilized include a summative end-of-program iti-4 ((p)-14 (i)026 (y)16 (at)-16 (o)-4 ( as)-5 (s-15 (es)-5 (s4-0.9 (co).)-1 (m)-6p(h)-3.9 t(m)-6 (es)-6 (

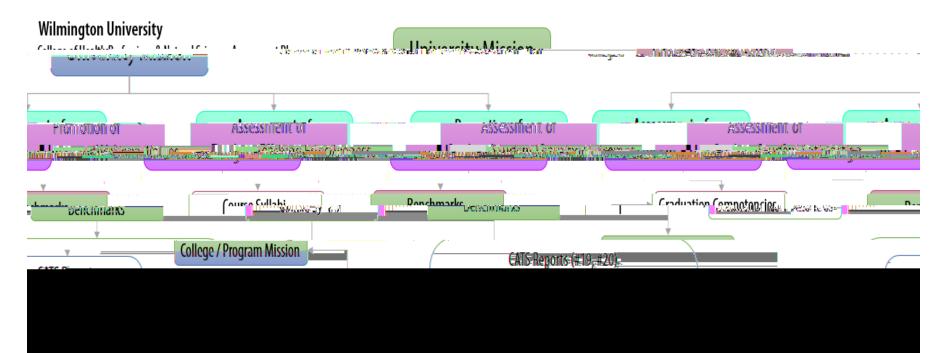
- RN to BSN The College selects NUR 303 Nurse as Professional as entrance into the BSN major. This course is a prerequisite to all other NUR courses in the curriculum. Recognizing the nature of our completion degree and accelerated baccalaureate program offerings, students may complete the program in as little as three (3) semesters up to six (6) years. The expected level of achievement is ≥ 70% of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- MSN Leadership and MSN Nurse Practitioner The College selects the "MSN Major" designation as the student identifier for accurate data capture. MSN student program completion is expected within six (6) years from the start of the program. The expected level of achievement is > 70% of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- Post-Graduate APRN Certificate (Family NP and Psychiatric Mental Health NP) The College selects registration for the first course within the program of study as the student identifier for accurate data capture. Post-Graduate APRN certificate completion is expected within six (6) years from the start of the program. The expected level of achievement is > 70% of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- DNP The College selects registration for the first course within the program of study as the student identifier for accurate data capture. DNP program completion is expected within five (5) years from the start of the program. The expected level of achievement is > 70% of students will complete the program in five (5) years (calculated by calendar year, January 1 through December 31).

Employment data are collected for nursing programs via program exit surveys, while data are collected for health sciences and natural sciences programs via alumni surveys. The expected level of achievement is that 70% of graduates who seek employment will be employed within one year (12 months) of graduation.

### IV. Promotion of Educational Values

The Academic Affairs Plan identifies a set of educational values developed by the Faculty Senate. In keeping with Wilmington University's mission of providing career-oriented programs, our "scholar-practitioner" faculty are actively engaged in promoting the following educational values combined with practical applications. Educational values are reflected in course syllabi.

Lifelong Learning: Commitment to self-directedness, self-discipline, and lifelong learning Multiculturalism: Sensitivity to diversity and respect for a pluralistic society Collaboration: Awareness of self in relationship to others and the benefits of working in teams Creativity: Appreciation of creative expression, including the arts and humanities Citizenship: Commitment to responsible citizenship as a contributing, civil member of society Well-Being: Commitment to the holistic health of the individual Civility: Commitment to a civil, supportive, and collegial campus environment and beyond



# Assessment of Teaching Effectiveness

Data	Benchmark	<b>Reporting Frequency</b>	Where to Obtain the	<b>Responsible Party</b>
			Data	
CATS Surveys	65% Response Rate	Each Block	Center for Teaching	Assistant to the Dean*
	Across the COHPNS		Excellence	
GPA Reports	3.80	Each Semester	Cognos	Assistant to the Dean*

Week 3 Audit –

Announcement Posted

Within 7 Days, Grading Within 7 Days afteq & Vae fDVpg

# Assessment of Student Learning Outcomes

Data	Benchmark	<b>Reporting Frequency</b>	Where to Obtain the Data	<b>Responsible Party</b>
Program Outcomes (CECRAM and Non- CECRAM)	Variable by Program	Each Semester	Canvas	Program Chairs
*Data to be Reported by Block/Semester/Year and Number of Student Per Block/Semester				

## Assessment of Student Satisfaction

	Where to Obtain the Data	<b>Responsible Party</b>
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