

**Wilmington University**  
**College of Social and Behavioral Sciences**  
**Outcomes Assessment Plan**  
2023 - 2024

**Introduction**

The Wilmington University Academic Affairs Outcomes Assessment Plan (AAOAP)



experience are extracted by Institutional Research. Summaries are provided to the College to gauge the level of student satisfaction in key areas. Enrollment data and other indirect data may also be used to assess student satisfaction. The Office of Institutional Research provides the CSBS with annual and trended data for further analysis and review.

#### **IV. Promotion of Educational Values**

The Faculty Senate of Wilmington University has developed a set of educational values. These values are actively promoted by faculty. Academic Affairs will provide a status report regarding the Promotion of Educational Values on an annual basis. (p. 9)

#### **Linkages beyond the College of Social and Behavioral Sciences: Reporting Results**

In assessing outcomes, this plan addresses the four prongs using several measures including both direct and indirect measures. Data reviewed include but are not limited to:

- Course-embedded measures
- GPA reports
- Course Evaluation (CATS)
- Enrollment data
-

descriptions, rubrics, and raw data) are posted on the CSBS SharePoint site for faculty use by the Faculty OA Designee.

For analysis of outcomes data, Directors and Program Chairs periodically review OA data during regular faculty meetings and share as needed with adjunct faculty and Advisory Committees. Recommendations and/or other direct and indirect measures to assess the need for change and “closing the loop” are shared at designated college meetings. Major changes/findings/recommendations are also reported to the Office of the Dean who in turn reports annually on Outcomes Assessment to Academic Affairs. Program-level meetings include OA findings/recommendations at least twice annually; one in the fall to review spring data and one in the spring to review the previous fall data. In addition, Chairs may also present any significant findings or changes resulting from OA to their respective Program Advisory Committees.



## **Undergraduate/Graduate Graduation Competencies/Educational Values**

In concurrence with the Academic Affairs Assessment Plan, CSBS courses and curricula will strive to expose students to the following

- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.
- Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.

### **Disciplined Inquiry**

- Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.

### **Information Literacy**

- Using information in any format, research, evaluate, and ethically utilize information effectively and with appropriate attribution.

### **Ethics**

Demonstrate knowledge and application of prescribed ethical codes and behaviors related to the student's academic discipline.

### **Additional Program Competencies**

- Additional program competencies as prescribed by the academic colleges can be found on the college web pages and catalog.

**Graduate**



## COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

### OUTCOMES ASSESSMENT PLANNING CYCLE

A representative sampling of course sections may be utilized for the collection of outcomes assessment data. The following guidelines have been established for representative sampling.

- Ø As a goal, data collection should be statistically meaningful;
- Ø Data should be collected from all course sections if seven or fewer sections are offered in a data collection year (or 100 students). Where there are eight or more sections offered, sampling may be utilized at the Chair's discretion.
- Ø All University sites and instructional formats (face-to-face, hybrid, distance learning, etc.) will be included.

#### **Guidelines for Benchmarks**

The following guidelines have been established for summative assessments.

- Ø The benchmark for program/graduation competencies should be recorded as a mean score.
- Ø The benchmark for rubric-based assignments at the graduate and undergraduate level is a mean of 80% based on the rubric score, for example a 4.0 on a 5.0 point scale.
- Ø For data reported as percentage (e.g., comprehensive examination scores), the target for graduate level programs is a mean of 80% unless otherwise benchmarked by the outside accrediting bodies. For undergraduate programs reporting data as percentage, the target is a mean of 80%.

- Ø The benchmark for student satisfaction with the academic experience, as measured by the Graduating Student Satisfaction Survey, is that Wilmington University will score at or above the national norm.
- Ø The University conducts an alumni survey for program review at one year and five years post-graduation, with a benchmark of respondents providing favorable rankings for all indicators.
- Ø Additional formative/summary assessments may be implemented at the program level at the discretion of the Chair. Benchmarks may be adjusted for compliance with program level accreditation standards or specific program assessment.

## **Definitions**

**Formative Assessment:** According to the Middle States Commission on Higher Education (2006), “formative assessment is ongoing assessment that is intended to improve an individual student’s performance” and “is used internally, primarily by those responsible for teaching a course or developing a program” (p. 27). Course-embedded outcomes assessment conducted in some or all courses is done to improve the course content, provide feedback to faculty and program administrators, assist faculty to integrate the concept of outcomes assessment as a routine part of their instruction, and provide consistent evaluation parameters that will inform both students and faculty of expectations. Formative assessment results are the purview of the academic program and College and are not reported at the University level although the program may track the information.

**Summative Assessment:** Assessments at this level are intended to provide a true gauge of “outcomes” of the students’ experiences at the University. Results are used to evaluate the extent to which program goals have been achieved. Summative data are generally collected in one to four courses near program completion (except for College of Education and Liberal Arts courses). Each program includes course-embedded assessments that are conducted in selected courses throughout the program of study. Each course-embedded project, test, portfolio, or other student learning experience may assess several program competencies.

**Direct Evidence:** Direct evidence of student learning indicates whether or not a student has

measured on a percentage scoring system),

- Ø Clinical evaluations or Capstone projects (generally but not always used in conjunction with a rubric in programs), and
- Ø Standardized comprehensive exams.

**Indirect Evidence:** Indirect evidence of student learning is correlational -- meaning that data exist which indicate that students are probably learning, but the evidence is less clear than evidence from direct methods (Suskie, 2009). As a result, indirect evidence should not be the only means of assessing outcomes (Middle States, 2006). Examples of indirect methods at the course level include course grades, as well as the time spent on service learning or homework. At the program level, employer or alumni surveys, enrollment, graduation rates, and retention rates are some examples of indirect evidence.

**Graduation Competencies:** Critical outcomes of the academic experience have been approved by the Faculty Senate and are called competencies.

The undergraduate competencies are subdivided into *general education* and *academic program* competencies. The general education competencies are assessed primarily by the College of Education and Liberal Arts with the specific academic program assessing the program competencies. The graduate-level competencies are assessed at the program level. Each academic College has developed a written outcomes assessment plan that lays out the assessment process for each program. In this plan, the terms, *University level proficiency*, and *advanced level* pertain to the graduation competencies. Student learning outcomes, as reported at the University level, relate to the achievement of the graduation competencies. At the program level, *mapping* identifies the linkage of graduation competencies, program competencies, course objectives, and assessment measures.

### **College Meetings and Advisory Committees**

It is critical for all faculty to be informed of academic assessment results. Each program has a process by which all key stakeholders are apprised, generally during an Advisory Committee Meeting. Members of the faculty also participate in regular college meetings to review assessment data and processes. During these meetings, closing the loop highlights are shared, along with specific changes in areas such as curriculum, pedagogy, or policy. In addition, program-related meetings are conducted as needed during the year as a method to keep the full-time and adjunct faculty apprised of program information which includes OA information as appropriate.

*Source: Wilmington University Academic Affairs Assessment Plan 2009 and 2021.*

## References

Middle States Commission on Higher Education (2006). Characteristics of excellence in higher education. Philadelphia, PA: Author.

Middle States Commission on Higher Education (2007). Student learning assessment – options and resources. Philadelphia, PA: Author.

Middle States Commission on Higher Education (2011). Interregional guidelines for the evaluation of distance education programs. Philadelphia, PA: Author.

Smith, K.H., & Barclay, R.D. (2010). Documenting student learning: valuing the process. *Higher education assessments leadership matters* (pp. 95-118). Lanham, MD: Rowman & Littlefield.

Suskie, L. (2009). *Assessing student learning: A common sense guide*. Bolton, MA: Anker.

Wilmington University (2009, 2011, 2020, 2023). Academic Affairs Assessment Plan.

