Introduction

The Academic Affairs Outcomes Assessment Plan (AAP) directs that the individual academic colleges of the university take ownership and responsibility for a comprehensive outcomes assessment plan including data collection, analysis and the meaningful use of results to maintain and improve the quality of our programs. The College of Social and Behavioral Sciences collects data to measure four key components of outcomes assessment: Instructional Effectiveness; Student Learning; Student Satisfaction; and Promotion of Educational Values. “Excellence in teaching and relevance of the curriculum is viewed as foundational criteria for excellent student service. It is in this spirit that we routinely assess our academic programs to determine the extent to which learning has occurred and student educational needs have been met” (AAP, p. 1). The faculty of the College is fully committed to the process of outcomes assessment.

Instructional Effectiveness

- IDEA Evaluations: IDEA reports are received after processing at the conclusion of each block and/or semester. Individual IDEA results are promptly reviewed by the appropriate chair and distributed to faculty. Chairs are responsible for identifying areas of concern and providing appropriate feedback to faculty. The College will also conduct a yearly review of the IDEA college summary report at the conclusion of the spring semester utilizing the IDEA national norm as a benchmark.
- GPA Reports: GPA reports are received after processing at the conclusion of each block and/or semester. Chairs identify specific issues and trends over multiple grading periods and take action where appropriate. The College will utilize a weighted mean GPA of <3.80 (calculated by Institutional Research) as a benchmark for both graduate and undergraduate.
- The College monitors the timely submission of personalized course content information (syllabi) prior to each block and student grade submission at the conclusion of each block.
- Faculty Evaluations: The Dean is responsible for annual full-time faculty evaluations at the conclusion of spring semester.
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Student Learning

- Course-embedded criterion-referenced assessment measures (CECRAM):
  - Each program within the College has developed an outcomes assessment map identifying graduation and program competencies to be measured. The map illustrates where the competency will be measured (the course) and how the competency will be measured (e.g. assignment & rubric, objective exam, clinical evaluation).
  - The College will utilize five-point rubrics with an average score of 3 for undergraduate programs and 4 for graduate programs as benchmarks. Exceptions and adjustments may be made for specific competencies where warranted and will be noted in the OA template.
  - The College will utilize an average score of 70% for undergraduate programs and 80% for graduate programs as a benchmark on objective exams. Exceptions and adjustments may be made for specific competencies where warranted and will be noted in the OA template.
  - The College has developed a plan [See attachment A-1 & A-2] to ensure the routine collection, analysis and use of CECRAM data.
  - CECRAM data will be reviewed as a standing agenda item at regular monthly College meetings and chairs will submit a report template on an annual basis at the conclusion of the spring semester to provide a summary of data and actions taken [See attachment B for details]
  - The College works in coordination and cooperation with Institutional Research in the preparation and analysis of CECRAM data.

- Additional assessment measures utilized by individual programs:
  - The MHC program will compile data from the Counselor Preparation Comprehensive Examination (CPCE) and the National Counselor Examination (NCE) to measure student learning utilizing the national norm score as a benchmark.
  - The MHC program will conduct an annual alumni survey to measure student satisfaction and student learning.

Student Satisfaction and Promotion of Educational Values

- The College will review enrollment data across programs annually.
- The College will conduct an alumni survey annually.
- The College will review the results of the ACT University Outcomes Survey annually.
- The College will review the results of the NSSE report annually.
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Outcomes Assessment CECRAM Data Collection and Review Procedure

**Reading week**

Administrative Assistant (AA) reviews course schedule for one block forward (9 weeks lead time) and prepares a list of courses offered in which an outcome is measured. List is forwarded to chairs.

**Next week**

AA emails outcomes assessment E-Folder to all instructors who are teaching courses in which an outcome is measured. Chair is cc’d on email. *If instructor has not previously measured an outcome, the chair will make personal contact with the instructor to ensure understanding of outcomes assessment and its importance.*

- The E-Folder will contain:
  - E-mail greeting from the dean
  - Letter from the chair explaining the purpose, process and importance of outcomes assessment
  - Identification document
  - Generic syllabus
  - Assessment tool (assignment or objective examination)
  - Method of evaluation (rubric or exam key)
  - Data submission template (excel file)

**Week 1 of the measurement block/semester**

AA emails reminder to instructor to collect the outcomes data during the course and submit the data to AA using the data submission template at the same time as grades are due.

**Week of due date**

AA monitors submission of data and emails any instructors with missing data. Chair is cc’d and consulted if no response and will contact instructor directly.

**2 Weeks after end of block/semester**

AA emails all outcomes assessment data to Institutional Research and completes ticket with standard request for data analysis [attached data request form] and standard request for 3 week turnaround of data. Chair is cc’d on email.

**Data Analysis and Action**

Program chairs receive and review data and:

- Forward data to instructors for review
- Consult with instructors via email, phone, reading week meetings, etc. to collaborate on results, potential adjustments, effects of previous adjustments, “closing the loop” and to promote ownership and participation.
- Bring data to next monthly College meeting for discussion
- Record progress on data review, analysis and action
Courses with Rubrics:

- Mean overall score on rubric
- Mean score on each rubric dimension
- Standard deviations of mean scores
- Frequencies of rubric scores on each dimension

Please list data by:

- Overall (for entire year or semester)
- Semester or block
- Site
- Major

Courses with Multiple-choice Exams:

- Mean overall test score
- Frequencies of correct and incorrect answers for each exam question (e.g., How many students answered question 2 correctly? How many student answered question 2 incorrectly?)
- Frequencies of specific answers to each question (e.g., How many students responded to question 2 with “A,” “B,” etc.?)

Please list data by:

- Overall (for entire year or semester)
- Semester or block
- Site
- Major
Please provide detailed information in the report template on the following topics:

A list of any modifications to your maps during this past year.

A list of specific examples of how you have “closed the loop” in your program as a result of assessing the outcomes.

How have you used GPA trend data and IDEA results to review instructional effectiveness?

What are some of the things that your program has done to assist faculty and students to understand the outcomes assessment “big picture” and stimulate “buy in”?

How do you communicate the outcomes assessment plan/process with new adjunct and full time faculty? How do you communicate the results?

Provide the data sources that your program is utilizing and show their alignment to the specific programs you offer.

What has the data told you?

Does the data provide any insight into various learning formats (Hybrid, DL, Face-to-Face, etc.)?