Wilmington University
College of Arts and Sciences
Outcomes Assessment Plan

Introduction

This document outlines the College of Arts and Sciences Outcomes Assessment Plan. It is based upon the Academic Affairs Outcomes Assessment Plan (AAP) which directs each academic college within the University to “routinely assess its academic programs to determine the extent to which learning has occurred and student educational needs have been met” (AAP, p. 1). The College of Arts and Sciences collects data to measure three key components of outcomes assessment; Instructional Effectiveness, Student Learning, and Student Satisfaction.

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 Program Chair and distributed to faculty. Chairs are responsible for identifying areas of concern and providing appropriate feedback to faculty. The College also conducts a yearly review of the IDEA college summary report at the conclusion of the spring semester utilizing the IDEA national norm as a benchmark.
  - Faculty Evaluations: The Dean is responsible for annual full-time faculty evaluations at the conclusion of spring semester.
    1. Program Chairs receive and review data and:
       a. Forward data to instructors for review.
       b. 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.

- GPA Reports: GPA reports are received after processing at the conclusion of each block and/or semester. Chairs will identify specific issues and trends over multiple grading periods and take action when appropriate.
  The College will utilize a weighted mean GPA of <3.80 (calculated by Institutional Research) as a benchmark for both graduate and undergraduate.

- Program Review Survey: Following 5 year reviews, data is used to support current practices or guide changes.
Wilmington University
College of Arts and Sciences
Outcomes Assessment Plan

**Student Learning**

- Course-Embedded Criterion-Referenced Assessment Measures (CECRAM):
  - Outcomes assessment maps have been developed for the General Studies Bachelor’s program as well as the general education core requirements. These maps identify what graduation and program competencies will be measured, where the competency will be measured (the course) and how the competency will be measured (e.g. assignment & rubric or objective exam).
  - The College will utilize five-point rubrics with an average score of 3 as a benchmark.
  - The College will utilize an average score of 80% as a benchmark on objective exams except for math which will utilize an average score of 70% as a benchmark.
  - The College has developed a plan [attached A] to ensure the routine collection, analysis and use of CECRAM data.
  - CECRAM data will be reviewed periodically throughout the year at Chair/College meetings. Chairs will submit a summary report [attached B] on an annual basis at the conclusion of the spring semester for the purpose of analyzing data. The Chair data will also be used in the preparation of the annual Academic Affairs Outcomes Assessment Summit report.

- ETS Proficiency Profile: The College of Arts and Sciences is currently reviewing the use of the ETS-PP

- Praxis II: Annual state cut-off scores are used to measure the effectiveness of student learning and undergraduate education program courses.

**Student Satisfaction**

- The College will review enrollment data across programs annually.
- The College will review the results of the ACT University Outcomes Survey annually
- The College will review the Alumni Report results sent out by Institutional Research annually (begun in 2011)
- The College will review the NSSE results bi-annually, as it becomes available from the Institutional Research office.
Wilmington University
College of Arts and Sciences
Outcomes Assessment CECRAM Data Collection and Review Procedure

Reading week

A CAS Administrative Assistant (AA) will contact all instructors who are teaching upcoming courses in which an outcome is measured. The purpose of this contact is to inform the instructor that outcomes will be measured in his/her class. The instructor will be informed of the assessment tool (assignment or objective examination) and the method of evaluation (rubric or exam). Chairs will notify instructors if there is a change in the OA process or template content.

Week following drop/add

For all areas/programs with the exception of math and science, the AA creates a data submission template (excel spreadsheet) that is forwarded to each instructor responsible for collecting outcomes data.

Week of due date

For all areas/programs with the exception of math and science, the AA monitors submission of data and emails any instructors with missing data. The Chairs are cc’d on the e-mails. If there is no response the Chairs will contact instructors directly.

For math, the Math Chair collects final exams from faculty and loads data into the math outcomes assessment spreadsheet. For science, the Science Chair collects final exams from faculty and loads data into science outcomes assessment spreadsheet.

2 Weeks after end of block/semester

When data collection is complete, the spreadsheets are forwarded to IR to be compiled.

Data Collection Instruments used for CECRAM

Rubrics
- Mean overall score on rubric
- Mean score on each rubric component

Multiple-choice Exams:
- Mean overall test score
- Mean for each section when exam questions are grouped in sections.
CECRAM Data Analysis and Action

Program Chairs receive and review data and:
- Bring data to next scheduled OA discussion meeting.
- Record progress on data review, analysis and action for regularly scheduled OA meetings.
- OA data will be shared with adjunct faculty by the Chairs during annual meetings.
Please provide detailed information on the following topics:

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

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

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

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

Provide a summary of the data that your program/area is utilizing.

What has the data told you?

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