Academic Affairs Outcomes Assessment  
Use of Results

The following includes one specific, recent example of explicit action taken by each college and the Student Success Center indicating changes to curriculum or the assessment processes directly related to student learning. The Wilmington University Outcomes Assessment Intranet (restricted access) contains additional examples of course and academic programmatic improvements.

The College of Arts and Sciences – Assessment data indicated that students in College Math I (MAT 101) and Introductory Survey of Math (MAT 205) were showing a pattern of significant weaknesses in algebraic and data relationships. Action was taken to require a minimum grade of “C” or higher in Math Essentials (MAT 110) as a prerequisite for the higher level math courses.

College of Health Professions – Data collected in Global Health Care (NUR 423) indicated that the benchmark consistently was not met in the writing skills sections of the Review of Literature Writing rubric. As a result, faculty has added the course, Academic Writing (ENG 365) as a pre-requisite for NUR 423.

College of Social and Behavioral Sciences – The undergraduate competency which requires students to define/explain and apply theory was not supported by assessment data. A new, multiple-choice/short answer assessment was developed and administered by faculty which focuses on these areas.
**College of Business** – Assessment results from the Educational Testing Service (ETS) Major Field exam indicated that undergraduate students were weak in some important finance skills. In response, the faculty adjusted the content of the Financial Management (FIN 305) course and added a new course requirement, Corporate Finance (FIN 306) for business management majors.

**College of Technology** – Based upon consistently low rubric scores, additional examples and activities related to ethical behavior have been incorporated throughout the Systems Technology program. Faculty development activities have been held in order to increase instructional effectiveness and a new Code of Conduct has been written.

**College of Education** – Faculty members became concerned about some areas of the Emporia State University Multicultural Inventory and the students’ level of understanding educational history, policy, and philosophy reflected in lower than expected scores. As a result, redundant and/or poorly written questions were removed and rewritten; the length of the inventory was reduced and placed on Blackboard in order to better facilitate access and scoring. Also, course syllabi will be reviewed to ensure that learning activities align with inventory items.

**Student Success Center** (SSC) – The SSC assesses instructional effectiveness of instructional sessions of face-to-face and online tutoring. Based upon more than two-thousand surveys collected over the last two year, face-to-face tutoring sessions continue to score above the benchmark. The SSC Advisory Committee recommended a review of the survey instrument and a change in administration of the surveys to random sampling.