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 three key components of outcomes assessment; Instructional Effectiveness, Student Learning and Student Satisfaction. “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 coordinator and distributed to faculty. Coordinators 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. Coordinators 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.

- **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.
  - The College will utilize an average score of 70% for undergraduate programs and 80% for graduate programs as a benchmark on objective exams.
  - The College has developed a plan [attached 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 coordinators will submit a summary report [attached B] on an annual basis at the conclusion of the spring semester.
  - 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 MSCC program will compile data from the Counselor Preparation Comprehensive Examination (CPCE) to measure student learning utilizing the national norm score as a benchmark.
  - The MSCC program will conduct an annual alumni survey.

Student Satisfaction

- The College will review enrollment data across programs annually.
- The College will conduct a survey for program review.
- The College will review the results of the ACT University Outcomes Survey annually.
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 coordinators.

Next week

AA emails outcomes assessment E-Folder to all instructors who are teaching courses in which an outcome is measured. Coordinator is cc’d on email. If instructor has not previously measured an outcome, the coordinator 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 coordinator 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. Coordinator 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. Coordinator is cc’d on email.

Data Analysis and Action

Program coordinators 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 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.)?