Introduction

The Wilmington University Academic Affairs Assessment Plan (AAP) identifies the mission of Wilmington University as “rooted firmly in building exemplary and innovative academic programs within the context of a student-centered environment.” Outlined in this document is the College of Technology’s plan for assessing learning outcomes across each of its undergraduate and graduate programs. By design, it is consistent with the Academic Affairs Assessment Plan and Wilmington University Mission, and includes data planning, collection, analysis and reporting cycles.

Key Factors in the College of Technology Outcomes Assessment Plan

- Provides steps to preserve and improve teaching effectiveness, student learning, and stakeholder satisfaction with the overall academic experience.
- Provides for consistency with the Academic Affairs Assessment strategy.
- Data collection, recording, and analysis are formalized to provide guidance for continuous improvement as well as maintenance.

Assessment of Student Learning Outcomes

Upon execution of this plan, data are collected relative to student learning at the course level, which in-turn are linked to program competencies at the College level. These are also linked to graduation competencies (assessed by the College of Arts and Sciences) at the Institutional level. As cited in the AAP, the assessment methodology used will include formative
and summative data as well as course-embedded criterion referenced assessment measures (CECRAM). Further explanations are outlined in the AAP (see also, Appendix B).

**Assessment of Teaching Effectiveness**

A second prong involved in “Outcomes Assessment” concerns the measure of Teaching Effectiveness. Students are the primary source of evidence here, and they are therefore given the opportunity to provide evaluative data in specifically identified College of Technology courses. Through the use of IDEA forms and review process, an additional measure of Teaching Effectiveness is incorporated.

**Assessment of Student Satisfaction with the Academic Experience**

A third prong involved in “Outcomes Assessment”, i.e. \textit{satisfaction surrounding a student’s academic experience within the College and the Institution}, is a parameter of the College of Technology Assessment Plan. The College Outcomes Survey, a standardized survey to which Wilmington University has subscribed since 2000, is administered to graduating students. Summaries are provided to the College to gauge a level of student satisfaction in key areas. The Office of Institutional Research provides the College of Technology with annual and trended data for further analysis and review.

**Linkages Beyond the College of Technology**

Student learning outcomes at the University-wide level relate to the achievement of universally accepted Graduation Competencies. These are criteria that are periodically revisited and reviewed by the University’s Faculty Senate, and endorsed by the Wilmington University administration. At the College of Technology program level, mapping has been developed to depict the tracking and assessment of graduation competencies by the College of Arts and Sciences.
Undergraduate Graduation Competencies

In concurrence with the Academic Affairs Assessment Plan, College of Technology courses and curricula will strive to expose students to the following **Educational Values:**

- Commitment to self-directedness, self discipline, and lifelong learning;
- Sensitivity to, and respect for, a pluralistic society;
- Awareness of self, in relationship to others, and the benefits of working in teams;
- Appreciation of creative expression, including the arts and humanities; and
- Commitment to responsible citizenship as a contributing member of society.

Moreover, through those same curricula, it is intended that College of Technology students earning an undergraduate degree will demonstrate University-level proficiency in the following areas:

**General Education**

**Oral Communication**

- Speak with confidence, clarity, and concisely.
- Research, prepare, and deliver professional presentations.

**Written Communication**

- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Utilize appropriate APA format for scholarly writings.

**Disciplined Inquiry**

- Utilize quantitative, qualitative and scientific reasoning to solve problems.
• Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.

• Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

College of Technology Academic Program (listed by cognate area)

Students in the Computer and Network Security Program (BS) will be able to:

• Apply the ethical principles required of computer professionals;
• Demonstrate technical knowledge in Information Assurance necessary to prepare for an entry level position in the Computer and Network Security field;
• Analyze requirements for Information Security projects using best practices and current methodologies;
• Employ the process used to analyze, design, implement, test, and deliver Information Assurance projects;
• Demonstrate knowledge of best practices used to manage Computer and Network Security projects; and
• Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Students in the Information Resources Management Program (BS) will be able to:

• Apply the ethical principles required of computer professionals;
• Demonstrate technical knowledge in Information Technology necessary to prepare for an entry level position in the field;
• Analyze requirements for Information Technology projects using best practices and current methodologies;
• Employ the Systems Development Life Cycle (SDLC) process used to analyze, design, implement, test, and deliver Information Technology projects;
• Demonstrate knowledge of best practices used to manage Information Technology projects; and
• Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Students in the Media Design Program (BS) will be able to:
• Apply the ethical principles required of Media Design professionals;
• Demonstrate an understanding of the aesthetics of design and its importance in the world of communications and technology;
• Demonstrate personal skills in self-management and problem solving;
• Participate in on-the-job preparation for a professional position in his/her chosen career field;
• Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid; and
• Provide a portfolio of work that illustrates his/her skills and potential.

Students in the Studio Production Program (BS) will be able to:
• Apply the ethical principles required of Studio Production professionals;
• Demonstrate an understanding of the aesthetics of design and its importance in the world of communications and technology;

• Demonstrate personal skills in self-management and problem solving;

• Participate in on-the-job preparation for a professional position in his/her chosen career field, and

• Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

**Students in the Web Information Systems Program (BS) will be able to:**

• Apply the ethical principles required of computer professionals;

• Demonstrate knowledge in technologies of the web necessary to prepare for an entry level position in the field;

• Analyze requirements for web applications using best practices and current methodologies;

• Practice the Software Development Life Cycle (SDLC) process used to analyze, design, implement, test, and deliver web applications;

• Demonstrate knowledge of best practices used to manage software develop projects for the web; and

• Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.
Graduate-level Graduation Competencies

I. Oral Communication

- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

Written Communication

- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Utilize appropriate APA format for scholarly writings.

II. Disciplined Inquiry

- Utilize quantitative, qualitative and scientific reasoning to solve problems.
- Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
- Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

III. Information Literacy

- Access and use information effectively, efficiently, and appropriately.
- Evaluate the quality of sources and content.
- Use technology to effectively locate and communicate information.
IV. Ethics

- Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.

Additional Program Competencies

V. Integration Component

- Identify systemic interrelationships.
- Apply a Systems Thinking Approach to identify benefits, disadvantages, and synergies of an Information System.

VI. Business Application

- Synthesize creative solutions recognizing the interdependence of various components in an organizational system.
- Demonstrate the ability to apply various models concerning planning, organizing, controlling, and actuating an informational environment within a modern organization.
COLLEGE OF TECHNOLOGY ASSESSMENT OF OUTCOMES

In assessing outcomes, this plan addresses several areas including teaching effectiveness, and student satisfaction and student learning using both direct and indirect measures. Data reviewed will include:

- Course-embedded measures
- GPA reports
- IDEA Forms
- Enrollment data

Data are collected from individual classes and forwarded to College of Technology Program Coordinators who review it, ultimately forwarding to the Senior Administrative Assistant for collating and formatting. Templates for data collection are also sent out prior to the beginning of a course to faculty.

For analysis of outcomes data, Program Coordinators will Chair/Facilitate a “Curriculum Committee” meeting with select Faculty to review data, Advisory Committee recommendations and/or other direct and indirect measures to assess the need for change and “closing the loop.” Their findings/recommendations will be reported to the Dean. At least two meetings annually will be held, one in the fall to review spring data and one in the spring to review the previous fall data.

The Dean will periodically review IDEA Forms, Institutional Reports, GPA reports and survey findings to assess the College level of performance. The Dean will also review the collated reports prepared by the Senior Administrative Assistant.
Outcomes assessment is a regular item on the College’s monthly meeting agenda. Examples of “closing the loop,” will also be presented as appropriate. Outcomes findings or recommendations will also be placed on the College Blackboard site and a notice sent to Adjunct Faculty via e-mail to advise of the site updates as well as posting the College meeting minutes.
COLLEGE OF TECHNOLOGY

OUTCOMES ASSESSMENT PLANNING CYCLE

- Year 1 – Implement findings from program review
- Year 2 – Data collection
- Year 3 – Reflection, take appropriate actions and collect “other kinds” of data; specifically IDEA Questions pertaining to the “University Values” (see appendix A), an Alumni Survey, and ACT summaries.
- Year 4 – Data collection
- Year 5 – Program Review Report

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

- As a goal, data collection should be statistically meaningful;
- Data will 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 will be collected on a random basis.
- All University sites and instructional formats (face to face, hybrid, distance learning, etc.) will be included.