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Wilmington University

Academic Affairs Outcomes Assessment Plan

Introduction

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The mission of Wilmington University is rooted firmly in building exemplary and innovative academic programs within the context of a student-centered learning environment. Faculty, staff, and administration at Wilmington University genuinely care about their students which is expressed in a number of ways including individual attention to students, small class size, mentoring of new students and flexible course delivery formats. Further, "excellence in teaching" and "relevance of the curriculum" are 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.

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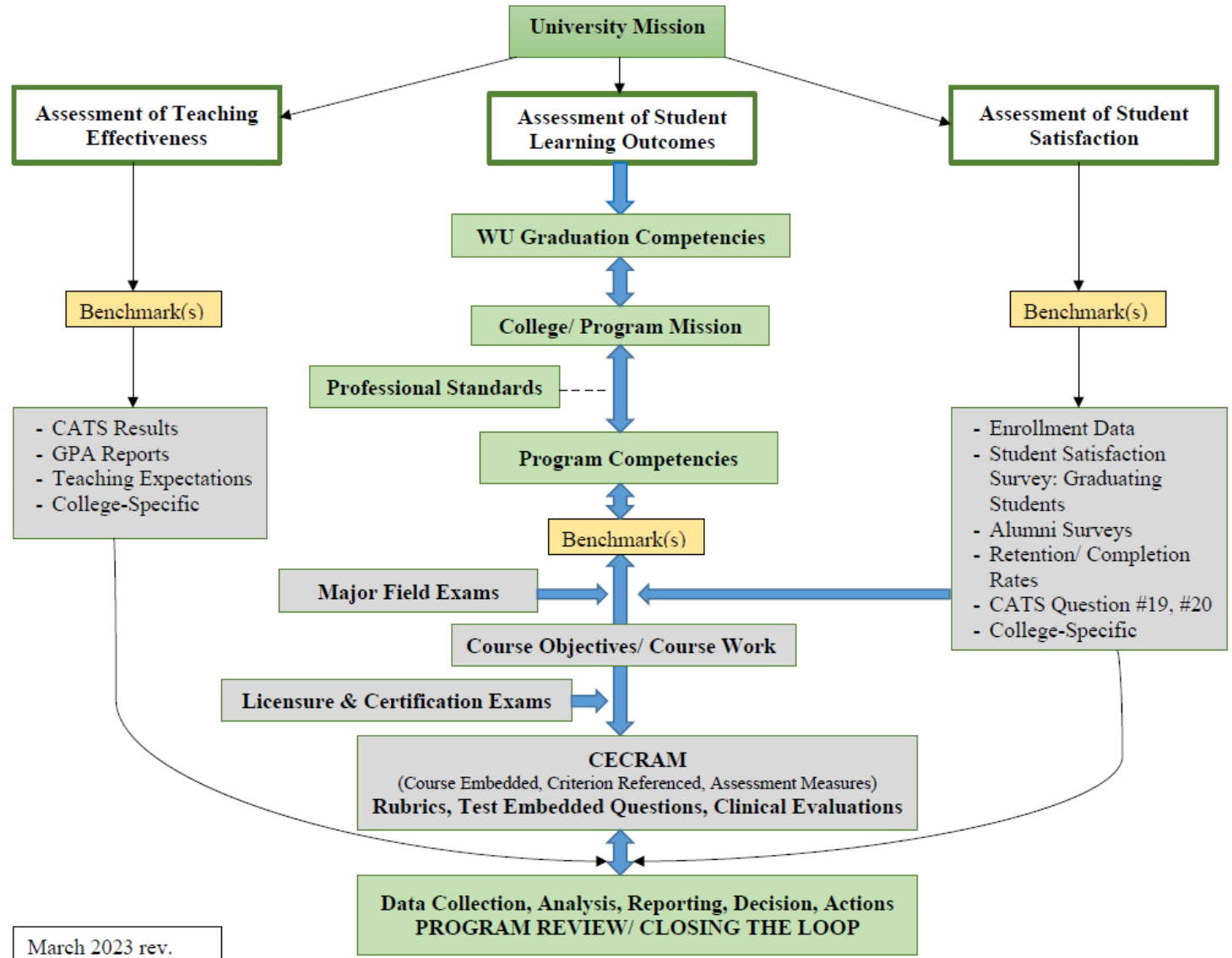
A Context for the Assessment

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The Academic Affairs Outcomes Assessment Plan (AAOAP) is a component of the institutional effectiveness assessment plan which is entitled: Proof Positive[3:] A Framework for Institutional Assessment (PP[3]). It is within the context of PP[3] that Academic Affairs has established its planning and data reporting cycles. Our approach to outcomes assessment is consistent with the Mission of Wilmington University, as it emphasizes a focus on the teaching/learning experience in all programs.

The foundation of this assessment plan is the concept that "good assessment must begin in the classroom and end there" (Walvoord & Anderson, 2010, p. 149). Additionally, according to Suskie (2018), the major purposes of assessment are threefold – to improve educational quality, employ stewardship (using quality evidence of student learning to inform resource deployment), and to demonstrate accountability in the effectiveness of our current efforts. Therefore, academic assessment must be developed and owned by the faculty – in essence, developed by the faculty for the faculty. As a result, the Wilmington University AAOAP is intended to be a vehicle for faculty to make what they already do more public (Walvoord & Anderson, 2010). As written by Middle States (2007, p.74), "Assessment, first and foremost, is a tool for faculty members to use as they do their very best to teach their students well."

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A Four-Pronged Approach to Assessment

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The AAOAP utilizes a four-pronged approach to assessment. These prongs are: Assessment of Teaching Effectiveness; Assessment of Student Learning Outcomes; Assessment of Student Satisfaction; and Promotion of Educational Values. Each of these prongs is tied to the University's mission and is graphically depicted below. The first three assessment prongs include benchmarks and assessment tools. The fourth prong, Promoting Educational Values, while not directly measured, is framed around values the faculty wishes to develop among students.

WILMINGTON UNIVERSITY
ACADEMIC AFFAIRS ASSESSMENT PLAN

University Mission

Assessment of Teaching Effectiveness

Assessment of Student Learning Outcomes

Assessment of Student Satisfaction

WU Graduation Competencies

College/ Program Mission

Professional Standards

Program Competencies

Benchmark(s)

Benchmark(s)

Benchmark(s)

- CATS Results
- GPA Reports
- Teaching Expectations
- College-Specific

- Enrollment Data
- Student Satisfaction Survey: Graduating Students
- Alumni Surveys
- Retention/ Completion Rates
- CATS Question #19, #20
- College-Specific

Major Field Exams

Course Objectives/ Course Work

Licensure & Certification Exams

CECRAM
(Course Embedded, Criterion Referenced, Assessment Measures)
Rubrics, Test Embedded Questions, Clinical Evaluations

Data Collection, Analysis, Reporting, Decision, Actions
PROGRAM REVIEW/ CLOSING THE LOOP

March 2023 rev.

I.   Assessment of Student Learning

Student learning outcomes, as reported at the University level, relate to the achievement of the graduation competencies. At the program level, *mapping* identifies the linkage of graduation competencies, program competencies, course objectives, and assessment measures. The linkages are depicted as follows:

> Graduation Competency →Program Competency →Course Objective →Graded Assignment

Academic Affairs has developed broad graduation competencies at the undergraduate and graduate levels. Each academic college collects data related to the assessment of student learning at the course level and demonstrates the linkage to the specific program competencies and the graduation competencies. Each academic college has a college-specific assessment plan rooted in the Academic Affairs Outcomes Assessment Plan. Academic programs with external accreditation may expand their assessment plan to account for additional standards of measure.

Academic Affairs views student learning as both a ***formative*** and a ***summative*** process and utilizes ***direct*** and ***indirect*** methods to assess learning.

Formative Assessment: According to the Middle States Commission on Higher Education (2007), "formative assessment is ongoing assessment that is intended to improve an individual student's performance" and "is used internally, primarily by those responsible for teaching a course or developing a program" (p. 27). Course-embedded outcomes assessment conducted in some courses is done to improve the course content, provide feedback to faculty and program administrators, assist faculty in integrating the concept of outcomes assessment as a routine part of their instruction, and provide consistent evaluation parameters that will inform both students and faculty of expectations. Formative assessment results are the purview of the academic program and college and are not reported at the University level.

Summative Assessment: Assessments at this level are intended to provide a true gauge of "outcomes" of the students' experiences at the University (Smith & Barclay, 2010). Results are used to evaluate the extent to which program goals have been achieved. Summative data are generally collected in one to four courses near program completion. An exception is the general education assessment which is collected at varying points of program completion. Each course-embedded project, test, portfolio, or other student learning experience may assess several graduation and program competencies.

Direct Evidence: Direct evidence of student learning indicates whether or not a student; (1) has command of a specific subject content area, (2) can perform a certain task, (3) exhibit a particular skill, (4) demonstrate a certain quality in his/her work, or (5) hold a particular value (Middle States Commission on Higher Education, 2003). Examples of such measures include course homework assignments, term papers and reports, rubrics, research projects, etc. at the course level as well as capstone projects, and employer or supervision ratings of student performance at the program level.

One primary method of assessing student learning is through *course-embedded, criterion-referenced, assessment measures* **(CECRAM)**. This approach was developed by consensus of the Vice President for Academic Affairs and all College Deans in the year 2000. CECRAM is typically implemented through grading rubrics that are designed to explicate each criterion to be assessed with an explanation of the product scoring at each performance level from 1 (unsatisfactory) to 5 (excellent).

Additional direct methods are used to assess student learning outcomes and may include:
- ➢ Exams with embedded questions (generally used for science or math courses that may be measured on a percentage scoring system),
- ➢ Clinical evaluations (generally, but not always, used in conjunction with a rubric in programs such as nursing and education), and
- ➢ Standardized comprehensive exams.

Indirect Evidence: Indirect evidence of student learning is correlational - meaning that data exists which indicate that students are probably learning, but the evidence is less clear than evidence from direct methods (Suskie, 2018). As a result, indirect evidence should not be the only means of assessing outcomes (Middle States, 2007). Examples of indirect methods at the course level include course grades, as well as the time spent on service learning or homework. At the program level, employer or alumni surveys, student perception surveys, retention and graduation rates, and graduate school placement are some examples of indirect evidence.

Graduation Competencies: Critical outcomes of the academic experience have been developed by the Faculty Senate and are called competencies (See Appendix B: Graduation Competencies).

The undergraduate competencies are subdivided into *general education* and *academic program* competencies. The general education competencies are assessed by both the College of Education & Liberal Arts and specific academic programs, which also are responsible for assessing the program competencies. The graduate - level competencies are assessed at the program level. Each college has developed a written outcomes assessment plan that delineates the assessment process for each program. In this plan, the terms, *university-level proficiency*, and *advanced level* as they pertain to the graduation competencies should be defined. In addition, an Ad hoc Faculty Senate Committee on Information Literacy has developed a rubric available for use by all academic programs to assess Information Literacy.

Data Collection and Implementation Cycle: "A commitment to assessment of student learning requires a parallel commitment to ensuring its use" (Middle States Commission on Higher Education, 2009, p. 66). In conjunction with the above-mentioned mapping, templates have been developed by faculty as a reporting mechanism and typically define the scheduled assessment activity, benchmarks, annual levels of performance and specific decisions or actions taken ("Closing the Loop") to improve student learning. The templates are designed to provide a record of previous year's data collection and decisions/actions carried out based upon these data.

Academic Program Improvement

The AAOAP indicates a clear linkage between graduation competencies and student learning. The true value of the assessment of student learning may be found in improvements made to specific programs. Osguthorpe, Bradley and Johnson (2010) present a framework of questions which link student learning outcomes, student performance and program improvement. These questions are utilized by faculty in order to improve the process of student learning. Faculty are urged to frame assessment measures around these questions.

A Framework for Linking Student Learning with Program Improvement

	Learning Outcomes	Student Performance	Program Improvement
Worth	Is the outcome worth achieving?	Is the assessment tied to real-life skills?	Is the proposed change worth implementing?
Alignment	Is the outcome aligned with program and university goals?	Is the assessment aligned with learning activities and outcomes?	Do the data provide convincing evidence for the proposed change?
Feasibility	Is the outcome achievable in the time allotted?	Is the assessment cost effective?	Are resources adequate to implement the proposed change?

(Kramer, & Swing, 2010, p.122)

II.   **Assessment of Teaching Effectiveness:**

Teaching effectiveness is essential to fulfilling the Mission of Wilmington University. Therefore, teaching effectiveness is the second arm of the assessment plan for Academic Affairs. The basis for assessing teaching effectiveness includes the review of the faculty evaluation process, GPA reports, and analysis of the Course and Teaching Survey (CATS) reports as well as an annual review of institutional results. Students are given the opportunity to provide evaluative data at the conclusion of each course. Although each faculty can review an analysis of their individual course evaluation, an institutional as well as academic college analysis is examined. Moreover, *Teaching Expectations for WilmU Instructors*, established by the faculty and implemented in August 2022, guide expectations to ensure good care of our students. Educational Effectiveness Coordinators support academics in monitoring predefined tasks for setup and maintenance of course engagement (instructor access, welcome announcement, personalized syllabus, and assignment due dates). Collaboration between IR, Center for Teaching Excellence (CTE), Academic Support Services, and Academic Affairs ensures data analysis and review continues.

III.   **Assessment of Student Satisfaction with the Academic Experience:**

Wilmington University is a student-centered institution. Therefore, student satisfaction with the academic experience is an obvious parameter in our assessment plan. Growth in institutional enrollment, as well as by college and academic program, is an indicator of student satisfaction. Further analysis includes new student enrollment in comparison to the number of

graduating students. Beyond enrollment, 1st to 2nd year retention is analyzed institutionally and per level (undergraduate, graduate, and doctoral).

Additionally, we measure student satisfaction via an internally developed Graduating Student Satisfaction Survey administered once a year for graduating students (Graduate and Undergraduate). This survey seeks student input related to their experience at the University, re-enrollment interest, employment, and work in the degree discipline. For the reporting of satisfaction by Program, we obtain an overall program satisfaction score by assigning numerical values to each response and calculating the average score for all respondents in that program. Since the survey responses are collected using a 7-point scale, we assign a numerical value of 1 (for the most negative response) through 7 (for the most positive response). We also use this same process to calculate overall Level, College, and University scores for comparison, ensuring that students who received multiple awards were only included once in these broader averages. Of the survey questions posed to students, two (2) specific questions allow for comparisons to be made with nationally published results via Noel Levitz Student Satisfaction survey.

In addition, an Alumni Survey is administered to alumni at 1 and 5 year post graduation. One section assesses student satisfaction with the program and the University. Another question asks if students would return to Wilmington University, and/or recommend the University or program to a friend. Each college reviews the results of the satisfaction surveys on a regular basis. The Academic Council reviews the analysis of the surveys provided by Institutional Research on an annual basis during the outcomes assessment summit.

Finally, the Course and Teaching Survey (CATS) extrapolates question #19 *how the student rates the course* and question #20 *how the student rates the instructor* as a mechanism for assessing student satisfaction.

IV.   Promotion of Educational Values

The Faculty Senate of Wilmington University has developed a set of educational values. These values are actively promoted by faculty. Academic Affairs reaffirms the merit of Promotion of Educational Values on an annual basis.

Reporting Results

Program Review

Academic programs at Wilmington University currently complete a <u>Three Year Program Review</u> process. Since our mission is to provide relevant curricula and career-oriented degree programs, and in response to the changing external environment, the program review process now includes One Year Program Snapshots which specifically look at factors pertaining to enrollment, retention, and graduation.

Certain programs, however, are accredited or approved by an external agency which may require a different time table. Programs undergoing the University's Three Year Program Review process are to include a section which reflects an aggregate of assessment since the last program review was held. An overview of the three-year program review results is presented to

the Faculty Senate. Results of each one-year program review snapshot report are disseminated by the academic leadership to their respective colleges.

The Academic Affairs Outcomes Assessment Summit

An annual Summit is held to review progress to date of the outcomes assessment process, discuss strengths and weaknesses of the process, and most importantly, present, analyze, and discuss examples of data-based decision making ("closing the loop") related to Academic Assessment. Attendees at the Summit include the Chief Academic Officer, the Assistant Vice Presidents for Academic Affairs, the College Deans, and the Senior Director of Institutional Research, as well as other invited guests. As per our Institutional Assessment process (PP[3]), a summary report is presented to the Faculty Senate. In addition, regular reports are offered throughout the academic year to the Faculty Senate by the Deans as a way to inform and motivate faculty regarding the effective use of outcomes assessment data and subsequent decisions based on those data. The minutes of Faculty Senate (Faculty Senate SharePoint site) include these presentations and any related materials such as copies of handouts and PowerPoint slides for review later.

College Meetings and Advisory Committees

It is critical for all faculty to be informed of academic assessment results. Each college has a process by which all key stakeholders are apprised. Members of the faculty participate in regular college meetings to review assessment data and processes. During these meetings, successes are celebrated and specific changes in areas such as curriculum, pedagogy, or policy are made. In addition, academic programs and course related meetings are regularly scheduled throughout the year as a method to keep the full time and adjunct faculty apprised or results presented at the annual Summit.

The various Colleges routinely present assessment results to scheduled program advisory committee members for review and input. These committees consist of members of the community, practitioners in the field, and faculty members as well as student representatives.

The University Website

The Wilmington University SharePoint site provides a platform for ongoing communication of outcomes including changes and academic program improvements. This site is available for the use of the Wilmington University community and contains specific data and reports pertaining to the assessment of student learning for each College. The assessment plans for Academic Affairs, and the various Colleges, are housed on this site. This information is openly available to all faculty. Further, an Outcomes Assessment web site is also available for public view and includes the Academic Affairs Outcomes Assessment Plan, college/ unit plans, and specific "closing the loops" examples (http://www.wilmu.edu/outcomes/academicaffairs.aspx).

Additional Information

Guidelines for Benchmarks

The following <u>guidelines</u> have been established for summative assessments.

➢ The benchmark for program/graduation competencies should be recorded as a <u>mean score</u>.

➢ The benchmark for rubric-based assignments at the graduate and undergraduate level is a mean of 4.00/5.00.

➢ For data reported as percentage (e.g., comprehensive examination scores), the target for graduate level programs is a mean of 90% unless otherwise benchmarked by the outside accrediting bodies. For undergraduate programs reporting data as percentage, the target is a mean of 80%.

➢ The benchmark for teaching effectiveness, as measured by the CATS results , was first established in 2022 after the initial pilot. Respondents rated each question > 4.0 out of 5.0 scale with a response rate ≥ 65%.

➢ Teaching Expectations for Instructors, which began in fall 2022, are another barometer in support of Teaching Effectiveness (a faculty's presence in a course, welcome announcements, personalized syllabi, and assignment due dates). Although not yet an official measure of the AA OA Plan, the college's Educational Effectiveness Coordinators (EEC) audit courses utilizing Canvas Analytics for identified data points. A Teaching Effectiveness Committee was established in October 2023 to draft recommendations for (1) establishing benchmark of current 4 data points, (2) determining metric and benchmark for attendance and/ or faculty feedback to student, (3) mechanism for enhancing faculty literacy of the teaching effectiveness assessment process, and (4) capabilities for individualized faculty report (and proposed plan for use).

➢ The CATS survey offers questions #19 and #20 in support of student satisfaction. The benchmark with course and faculty satisfaction expects >80% respondents to rate > 4.0 out of 5.0 scale on each question.

➢ The University conducts an alumni survey for program review at one year and five years post-graduation, with a benchmark of respondents providing favorable rankings for all indicators.

➢ Benchmarks can be changed over time based on reflection upon assessment results.

<u>Use of Representative Sampling</u>

A representative sampling of course selections can 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 should be collected from all course sections if seven or fewer sections are offered in a data collection year.
- ➢ All University sites and instructional formats (face-to-face, hybrid, on-line, etc.) should be included.
- ➢ Outcomes Summit 2023 discussion surrounded survey fatigue and respondent disengagement (over-surveying our students, declining response rates, and/ or better way to capture our students' thoughtful feedback). A Survey Engagement Committee was established in October 2023 to draft recommendations for (1) shorter form CATS survey, (2) coordination of survey timing, and (3) student communication plan.

Academic Affairs and Institutional Research

The relationship between Institutional Research (IR) and Academic Affairs is crucial in order to successfully assess student learning at the University. IR provides indirect measures of instructional effectiveness such as retention and graduation rates for all students and assists with various types of direct measures of student learning. In addition, analytical research projects, such as compiling and analyzing data for academic program review and designing and administering various surveys of students and alumni, are supportive of the assessment of student learning.

Plan for Evaluation

It will become necessary, on a periodic basis, to evaluate the Academic Affairs Outcomes Assessment Plan. The narrative of the AA OA Plan is reviewed annually to ensure accuracy in data capture against required elements within each prong of assessment. Initiated post-OA Summit 2022, the Academic Affairs Assistant Vice Presidents collaborate with the Deans to reflect upon the college's assessment process in alignment with the AA OA Plan. The OA college scorecard supports assessment and process improvement of our Academic Affairs assessment process. Data from the inaugural 2022 college-specific scorecard is compared with data captured from the subsequent year's assessment. The AA AVPs provide feedback to each Dean via the completed scorecard and identify any opportunities for process enhancement.

The scorecard captures the following elements:
- College OA Plan - narrative accurately defines data capture process and aligns with AA OA Plan
- Every College program has an OA Map submitted
- Upon review, each Program OA Map identifies:
  - ○ WU Graduation Competencies
  - ○ Program Competencies (may encompass accrediting standards)
  - ○ Course Number (Course Objectives, where applicable)

- Evaluation Method/ Assignment for Outcomes Capture (Formative or Summative)
- OA Tool of measure for capturing student learning data (e.g., grading rubric)

Movement toward Automating the Assessment Process

During 2019-2022, the College of Arts and Sciences and the College of Technology participated in exploring the use of CANVAS Learning Management System to capture student learning outcomes more efficiently. During the planning phase, a subcommittee convened to evaluate data points, outcomes maps, grading rubrics, relevant assignments, and templates; establish a workflow process; ensure LMS support and evaluate infrastructure; develop communication plan for Chairs and adjunct faculty; and pilot CANVAS data capture.

➢ This initial work and preparedness have progressed forward in ensuing outcomes maps clearly illustrate the data point for capture and the evaluation method (assignment/ grading rubric) utilized to capture. Embedded rubrics in the grading component of the LMS are required.
  - Canvas is simply a tool. The depth and meaning initiate with the Chair's literacy of program-specific mapping. Thus, the focus on accuracy of program maps (assignments, grading rubrics, formative versus summative, graduation and program competencies).

➢ To date, the COT and the Liberal Studies Division of the COELA maintain collection of Graduation Competencies in data-driven decision making. The COELA maintains data capture for its education program competencies through a third-party (Task Stream/ Watermark Student Learning & Licensure) as aligned with state and accreditation requirements.
  - An automated report is generated and can be configured to detail the level of Academic Affairs, college-specific, program-specific, or drill down to the student assignment and performance.

➢ The Academic Affairs leadership has worked closely with the Deans to identify the next phase of transition toward enhancing data capture of Graduation Competencies though the LMS.
    - 2023-2024 College of Social and Behavioral Sciences: Psychology
    - 2024-2025 College of Health Professions and Natural Sciences
    - 2025-2026 College of Business
    - 2026-2027 College of Technology
    - 2027-2028 College of Education and Liberal Arts

Opportunities for Enhancement

A review of the status of academic assessment at Wilmington University presents several opportunities for growth and improvement, include the following:

- Further develop an institutional understanding of student learning assessment as a key component of teaching and learning.
- Clearly link the learning which occurs within individual courses to an integrated programmatic whole.
- Implement multiple forms of assessment of graduation competencies including direct and indirect measures.
- Ensure that assessments are yielding results appropriate to the amount of time and expense incurred.
- Continue to improve the level of systematic and clear feedback of academic outcomes to internal and external constituents (faculty, students, parents, alumni, future students, accreditation agencies, employers, etc.).
- Further promote a "culture of evidence" (Kramer, Hanson & Olsen, 2010, p. 43) throughout Academic Affairs.
- Ensure that the curricula of the varied course delivery formats are "coherent, cohesive, and comparable in academic rigor" (Middle States Commission on Higher Education, 2011, p. 9).
- Ensure that general education course work provides a strong foundation for student learning in the major course of study.

Appendix A
The Evolution of Academic Assessment at Wilmington University

In 2000, Wilmington University began to develop a comprehensive academic outcomes assessment plan which continues to evolve. Early efforts focused almost entirely upon course-embedded assessment. At that time, several difficult obstacles were encountered and eventually worked through. In 2003, the Academic Affairs Outcomes Assessment Plan (AAOAP) was written and slightly revised in 2004. Over the years we have implemented every aspect of the plan which included gathering data, drawing conclusions and in some cases, acting upon the results.

In January 2006 an initial evaluation of the 2003 AAOAP was prepared by the Vice President and Assistant Vice President for Academic Affairs. It was noted that the workload related to the current plan was excessive. Moreover, a review of new guidelines from the Middle States Commission on Higher Education (2006) indicated that Wilmington University had a plan that went beyond MSCHE standards. Specifically, MSCHE recommends that assessment be (1) useful, (2) cost-effective, (3) reasonably accurate and truthful, and (4) organized, systematized, and sustainable.

Utilizing these criteria, the following conclusions were drawn: (1) Wilmington University had an assessment plan that was useful. We had already implemented a few changes based upon results. (2) Our plan was not cost-effective in terms of human resources, particularly for program coordinators. For example, data were to be collected in all sections of targeted courses every time they were offered at every site. With a large cadre of adjunct faculty and growing enrollment, it appeared that the assessment process was becoming unwieldy. MSCHE guidelines recommend keeping assessment "simple", focusing on 3-6 important goals in each program, staggering assessments, and using samples. Our plan was not designed to use student samples nor were the assessments staggered. Additionally, we assessed every program competency, which for some programs totaled 14. (3) Our plan was designed to be truthful and valid, especially with the use of standardized surveys and examinations along with criterion-referenced rubrics. (4) Sustainability was jeopardized because of the volume of data collected and the effort required to collect the data.

In March 2006, the Academic Council and Institutional Research department of the University further evaluated the AAOAP process and noted the following accomplishments:
- Outcomes mapping had been completed for all academic programs;
- Data had been collected for each targeted course;
- Examples of the utilization of outcomes data in order to enhance student learning had been documented by most academic colleges;
- Positive feedback had been received from the Middle States accreditation visit.

This group then considered the AAOAP with the above referenced Middle States Association (2006) guidelines for assessment and the following was determined:
- The Academic Affairs outcomes assessment process was useful but too ambitious.
- The current process was not cost-effective.
- The process was accurate ("good enough") (Suskie, 2004, p. 302) and truthful.

> ➤ The organization and particularly the sustainability of the process were of concern.

> Additional discussion was held later that spring at the Academic Council Retreat and the following decisions were made:
> ➤ Utilization of a five year data collection and implementation cycle would make the process more cost-effective and sustainable.
> ➤ Representative sampling would be implemented.
> ➤ A formal reporting cycle would be included in the program review process.
> ➤ The current set of undergraduate and graduate graduation competencies would be revised.
> ➤ The three pronged academic assessment plan remains valid. Wilmington University gathers evidence on three components: teaching effectiveness, student learning, and student satisfaction with the academic experience. Monitoring the quality of academic programs is achieved when student learning outcomes data are compared to established performance standards (benchmarks) for graduation competencies and national scores. Trended data analysis would further help us to monitor quality.

In October 2006, a representative Ad hoc Committee of the Faculty Senate was formed to begin the task of revising the Graduation Competencies. The revised Competencies were approved by the Faculty Senate in March 2007. During the summer of 2007, the revised Academic Affairs Assessment Plan was published.

During the Fall, 2010 semester an Ad hoc committee was formed in order to review the Graduation Competencies which was later approved by the Faculty Senate. During this timeframe, the 4th prong of our assessment plan, the Promotion of Educational Values was added. An assessment web site was also developed as a communication tool for faculty, students, parents, staff and the community. The annual Summit has been institutionalized as a part of the annual calendar of events.

APPENDIX B
GRADUATION COMPETENCIES (evolution)

In 1987, the Faculty Senate adopted a list of expected graduation competencies for undergraduate students. Undergraduate and graduate competencies were adopted in November 1994. Both of these sets of competencies were reviewed, revised, and adopted by the Faculty Senate in 2007. In 2010, the competencies received some minor revision which is reflected in this document. In 2015, additional revisions were completed and are reflected in this document.

Educational Values

In keeping with the Wilmington University mission of providing career-oriented programs, our "scholar-practitioner" faculty are actively engaged in promoting the following educational values combined with practical applications:

- **Lifelong Learning:** Commitment to self-directedness, self-discipline and lifelong learning
- **Multiculturalism:** Sensitivity to diversity and respect for a pluralistic society
- **Collaboration:** Awareness of self in relationship to others and the benefits of working in teams
- **Creativity**: Appreciation of creative expression including the arts and humanities
- **Citizenship:** Commitment to responsible citizenship as a contributing, civil member of society
- **Well Being:** Commitment to the holistic health of the individual
- **Civility:** Commitment to a civil, supportive, and collegial campus environment and beyond

Undergraduate Competencies

It is intended that students earning an undergraduate degree will demonstrate <u>college level proficiency</u> in the following areas:

General Education

Oral Communication

- Appraise the needs of the audience and then speak in a clear and succinct manner.
- Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

Written Communication

- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.
- Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.

Disciplined Inquiry

- Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.

Information Literacy

- Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.

Ethics

- Demonstrate knowledge and application of prescribed ethical codes and behaviors related to the student's academic discipline.

Additional Program Competencies

- Additional program competencies as prescribed by the academic college.

Graduate Competencies

It is intended that students will have an <u>advanced level</u> of applicable knowledge in the following areas as appropriate to one's field of study:

Oral Communication

- Appraise the needs of the audience and then speak in a clear and succinct manner.
- Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

Written Communication

- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.
- Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.

Disciplined Inquiry

- Employ scientific, quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

Information Literacy

- Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.

Ethics

- Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the student's chosen profession.

Additional Program Competencies

- Additional program competencies as prescribed by the academic college.

Note: Additional competencies may be included as per external accreditation requirements.

Academic Affairs Program Review and Accreditation Schedule

<u>Undergraduate Programs</u>

All Undergraduate Programs are scheduled to undergo Program Review or external accreditation during the identified Academic Year. The Program Review process was revised in 2018 and is reflected in the schedule below.
All programs will complete a "Yearly Snapshot" – including enrollment, retention, graduation rates. This review is a quick look at the overall health of a program.
For all programs (Undergraduate and Graduate) not receiving outside accreditation, Full Program Reviews will occur every 3 years.

<u>Accreditation Schedule</u>

<u>2019/ 2020</u>

College of Health Professions - All Nursing programs– CCNE (effective until December 2030).

<u>2020/ 2021</u>

College of Business (IACBE)
College of Education - State Program Review (scorecards) of all programs contributing to licensure or certification as a DE educator.
College of Social & Behavioral Sciences - Clinical Mental Health Counseling (CACREP)

<u>2021/ 2022</u>
College of Education - EDD in School District Leadership (State of Delaware, CAEP and ELCC)

<u>2022/ 2023</u>
College of Social & Behavioral Sciences - Legal Studies (ABA)

<u>2024-2027</u>

College of Education - All programs contributing to licensure or accreditation as an educator will be reviewed by the State of Delaware, CAEP and Specialized Professional Associations.

<u>2027</u>

College of Education - National Accreditation by CAEP and appropriate SPAs for all programs contributing to licensure or certification as an educator

<u>2029/ 2030</u>

College of Health Professions – All Nursing Programs (CCNE)

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