

Wilmington University

College of Business

Outcomes Assessment Plan

2023 - 2024

Introduction

The Wilmington University Academic Affairs Outcomes Assessment Plan (AAOAP) 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 Business’ (COB) plan for assessing learning outcomes across each of its undergraduate and graduate programs. By design, it is consistent with the Academic Affairs Outcomes Assessment Plan and Wilmington University’s Mission and includes data planning, collection, analysis, and reporting cycles.

The College of Business works to assess and improve academic offerings using the following processes:

- Annual COB Retreat. During the retreat the College works collaboratively to develop Strategic Initiatives for the academic year. These initiatives are aligned to the University Strategic Initiatives. The COB Strategic Plan is updated and the “On the Horizon” activities are identified. A point person for each activity is assigned and the college works together throughout the year to complete the identified activities.
- Bi-annual Program Chair Report Out. During January and May of each year, Program Chairs report on program-specific data points that assess student learning, teaching effectiveness and program outcomes.
- Annual Performance Plans. The Performance Plans are developed in August of each year aligning faculty goals to strategic initiatives. Faculty and staff identify

individual goals for the academic year. These goals are aligned to the COB Strategic Plan and are assessed mid-year to ensure faculty are on schedule with timeliness. Necessary modifications/updates are updated at this time.

- Peregrine Examination. The College of Business adopted the Peregrine Examination as a comprehensive, nationally-normed instrument to assess identified Outcome Measures. These measures are established as part of the IACBE Outcome Assessment and Interim Quarterly Reporting processes. Each program is assessed after each semester and data is collected to identify areas for improvement/change. Specific outcomes will be described in the Assessment of Learning section.

Key Factors in the COB Outcomes Assessment Plan

- ✓ Provides steps to preserve and improve teaching effectiveness, student learning, student satisfaction, and promotion of educational values;
- ✓ Provides for consistency with the Academic Affairs Assessment strategy and the Institutional Priorities;
- ✓ Data collection, recording, and analysis are formalized to provide guidance for continuous improvement as well as maintenance and sustainability;
- ✓ A “four-pronged approach to assessment” as outlined in the AAP plan is utilized for assessment. The four prongs are: Assessment of Teaching Effectiveness; Assessment of Student Satisfaction; Assessment of Learning Outcomes; and Promotion of Educational Values. The first three assessment prongs include benchmarks and assessment tools; the fourth prong, Promoting Educational Values, “while not directly measured, are values the faculty wishes to develop among students” (AAOAP, 2021).

I. Assessment of Teaching Effectiveness

Student performance and feedback is a primary source of evidence. The CATS Survey, student course evaluations provide both qualitative and quantitative information to evaluate COB course delivery and content. In addition, the assessment of teaching effectiveness includes a review of program-level indirect evidence such as GPA Reports, and peregrine exit survey results. The nationally normed Peregrine examination and survey help to align the COB to national and regional academic expectations by assessing our performance against like-universities and colleges.

An example of the Undergraduate Programs IACBE Indirect Measures:

Undergrad Exit Survey

Question/Answer	WilmU 22-23	WilmU 21-22
My program of study was challenging.	84%	85%
My program of study was stimulating.	94%	91%
The curriculum was relevant to my academic needs.	95%	95%
The curriculum was relevant to my professional needs.	93%	93%
My ability to demonstrate an ability to obtain and process information in order to make decisions and solve problems.	95%	95%
My ability to contribute to the development of a high performing team and collaborative environment.	97%	95%
My ability to apply major concepts within the traditional areas of business management.	94%	93%
My ability to apply decision-support tools to business decision making.	96%	95%
My ability to apply strategic planning skills to effect a change initiative in a business scenario.	94%	93%
My ability to apply legal and ethical standards of business.	94%	92%
My ability to utilize research skills in business problem solving.	95%	96%
My ability to deliver professional and effective communication utilizing a variety of delivery venues.	96%	96%

At an operational level the COB measures teaching effectiveness by using two specific measures related to educational preparation and professional development. This data is analyzed annually and the measure is adjusted to ensure continuous improvement.

II. Assessment of Student Satisfaction

Data related to student learning at the course level are collected, which, in turn, is linked to program competencies at the college level. These competencies are also connected to graduation competencies at the institutional level. A bi-annual review of measures by program helps provide

data-driven decision-making opportunities. The assessment methodology includes formative and summative data and a program-embedded student examination. A bi-annual review of program-specific measures such as enrollment, retention, graduation rates, and adjunct professional development and promotion offers a snapshot of activities.

III. Assessment of Learning Outcomes

A third prong involved in “Outcomes Assessment”, i.e. *satisfaction surrounding a student’s academic experience within the College and the Institution*, is a parameter of the COB Assessment Plan. The COB adopted the nationally-normed Peregrine comprehensive examination at the program level to assess student learning. Additionally, the COB adopted Skillabi to ensure student-learning is aligned to the industry skill demands and needs. The results are compiled by program and close the loop items are identified for both Skillabi and the comprehensive examination. Annual Program Reviews also provide data that assist in the alignment of academic program content to industry demands. Bi-annually Program Chairs analyze and assess individual program outcomes. Below is a listing of the data points analyzed and the reporting timeline:

Enrollment Totals (Fall I & II – 2021 and 2022)	January
Number of active adjuncts in your program (current academic year) <ul style="list-style-type: none"> • Number of NEW adjuncts • Teaching Load Risk • Race/Gender 	January & May
CATS Response Rates (Fall I & II), (Spring I & II)	January and May
Enrollment, New Students, Graduates (Compare 2021 and 2022 Fall I – Spring II)	May
Break out Guild Students for Enrollment data	May
Student Retention (use 10yr enrollment by program) along with Action Items	May
Student Demographics – Gender, State of Residence (compare 2021 and 2022 Fall I – Spring II)	May
Enrollment by Campus (compare 2020 and 2021 Fall I through Spring II)	May

In addition, academic programs at Wilmington University currently complete a Three-Year Program Review 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. Program Reviews and the following criteria serve as our “purpose” behind conducting a program review:

1. To improve programs.
2. To demonstrate responsiveness to constituencies.
3. To provide information for decision making (e.g., allocation of resources, program revision and discontinuation).
4. To formally report outcomes assessment of student learning activities

During this reporting period the COB conducted the one-year snapshot for all programs. A detailed report was developed and closing the loop items were identified. Additionally, all programs were assessed based on five categories: Invest, Maintain, Monitor, Evaluate or Sunset.

The COB is accredited through the International Accreditation Council for Business Education (IACBE). The outcomes assessment requirements provide the college with the opportunity to align IACBE outcomes to University and College outcomes. This helps to create a rigorous academic offering that aligns to national standards. Accreditation outcomes are analyzed after each semester and reported to IACBE via an Interim Quarterly Reporting (IQAR) tool. Additionally, program and course modifications are under continuous review and analysis.

The Dean serves as both a Regional and National board member to IACBE. This relationship helps to ensure academic rigor is comparable to other accredited institutions of similar size and population.

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 will provide a status report regarding the Promotion of Educational Values on an annual basis.

For analysis of outcomes data, Directors and Program Chairs periodically review OA data during regular faculty meetings and share as needed with adjunct faculty and Advisory Committees. Recommendations and/or other direct and indirect measures to assess the need for change and “closing the loop” are shared at designated college meetings. Major changes/findings/recommendations are also reported to the Office of the Dean who in turn reports annually on Outcomes Assessment to Academic Affairs. Program-level meetings include OA findings/recommendations at least twice annually; one in the fall to review spring data and one in the spring to review the previous fall data. In addition, Chairs may also present any significant findings or changes resulting from OA to their respective Program Advisory Committees.

The Dean routinely reviews Course Evaluation Forms, Institutional Reports, GPA reports, and survey findings to assess the College level performance. The Dean also reviews the collated reports prepared by the OA Designee.

Outcomes Assessment data is collected and reviewed by program chairs each semester. Bi-annual reporting is part of the COB monthly meeting agenda. Outcomes findings or recommendations are shared with program Advisory Committees, help to identify course re-developments, provide data-driven decision-making opportunities and become part of the annual COB Retreat and Strategic Planning process. The COB also relies on the shared experiences and professional expertise of the newly developed (in 2022), COB Advisory Committee.

Annually, the Dean presents the data and findings, including any examples of “closing the loop,” for the college at an annual Academic Affairs Outcomes Summit. Each college presents a summary of the OA process for the year. During this OA Summit, there is also discussion about the OA process.

Program and Graduation Competencies

Student learning outcomes at the University-wide level relate to the achievement of university-approved Graduation Competencies. These criteria are periodically revisited and reviewed by the University's Faculty Senate, and endorsed by the Wilmington University leadership. At the College of Business program level, mapping has been developed to depict the tracking and assessment of the University's Undergraduate Competencies. The COB collects, records, and analyzes assessment data in relation to program-level competencies. IACBE accreditation direct and indirect measures are aligned to the individual student learning outcomes and the program-level outcomes.

Undergraduate/Graduate Graduation Competencies/Educational Values

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

- 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 an individual
- Civility: Commitment to a civil, supportive, and collegial campus environment and beyond.

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

Undergraduate Competencies (Peregrine Examination)

Accounting
Business Communications
Business Ethics
Business Finance
Business Integration and Strategic Management
Business Leadership

Economics
Economics: Macroeconomics
Economics: Microeconomics
Global Dimensions of Business
Information Management Systems
Legal Environment of Business
Management
Management: Human Resource Management
Management: Operations/Production Management
Management: Organizational Behavior
Marketing
Quantitative Research Techniques and Statistics

Graduate Competencies (Peregrine Examination)

Master of Science in Accounting:

Accounting
Accounting and the Business Environment
Auditing
Business Communications
Business Ethics in Accounting
Business Finance
Global Dimensions of Business Accounting
Leadership in Accounting
Taxation: Corporations

Master of Business Administration:

Business Communications
Business Ethics
Business Finance
Business Integration and Strategic Management
Business Leadership
Global Dimensions of Business
Marketing
Quantitative Research Techniques and Statistics

Master of Science in Management:

Business Communications
Business Ethics
Business Integration and Strategic Management

Business Leadership
Global Dimensions of Business
Information Management Systems
Legal Environment of Business
Management
Management: Organizational Behavior

Doctorate of Business Administration:

Demonstrated advanced knowledge and competencies around a specific business industry;
Literature review logically & adequately assesses key scholarly work;
Effectively integrated alternate, divergent or contradictory perspectives or ideas fully
Demonstrated effective research skills; executed a plan to complete a significant study; Research methods appropriate & thoroughly described
Demonstrated understanding of how to analyze data; analyze existing theories to draw data-supported conclusions; Analysis procedures appropriate
Presented scholarly work via appropriate communication channels

University Competencies include:

Undergraduate Competencies

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, 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.

Graduate-level Graduation Competencies

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, 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.

Definitions

Formative Assessment: According to the Middle States Commission on Higher Education (2006), “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 or all courses is done to improve the course content, provide feedback to faculty and program administrators, assist faculty to integrate 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 although the program may track the information.

Summative Assessment: Assessments at this level are intended to provide a true gauge of “outcomes” of the students’ experiences at the University. 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 (except for College of Education and Liberal Arts courses). Each program includes course-embedded assessments that are conducted in selected courses throughout the program of study. Each course-embedded project, test, portfolio, or other student learning experience may assess several program competencies.

Direct Evidence: Direct evidence of student learning indicates whether or not a student has a command of a specific subject content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in his/her work, or holds a particular value (Middle States, 2006). 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.

Indirect Evidence: Indirect evidence of student learning is correlational -- meaning that data exist which indicate that students are probably learning, but the evidence is less clear than evidence from direct methods (Suskie, 2010). As a result, indirect evidence should not be the only means of assessing outcomes (Middle States, 2006). 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, enrollment, graduation rates, and retention rates are some examples of indirect evidence.

Graduation Competencies: Critical outcomes of the academic experience have been approved by the Faculty Senate and are called competencies.

The undergraduate competencies are subdivided into *general education* and *academic program* competencies. The general education competencies are assessed primarily by the College of Education and Liberal Arts with the specific academic program assessing the program competencies. The graduate-level competencies are assessed at the program level. Each academic College has developed a written outcomes assessment plan that lays out the assessment process for each program. In this plan, the terms, *University level proficiency*, and *advanced level* pertain to the graduation competencies. 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.

References

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WILMINGTON UNIVERSITY ACADEMIC AFFAIRS ASSESSMENT PLAN

