



Academic Affairs

Assessment Plan

PP³ Report

Closing the Loop 2022-2023

Dr. Denise Wells, AVP Academic Affairs
Faculty Senate, February 8, 2024

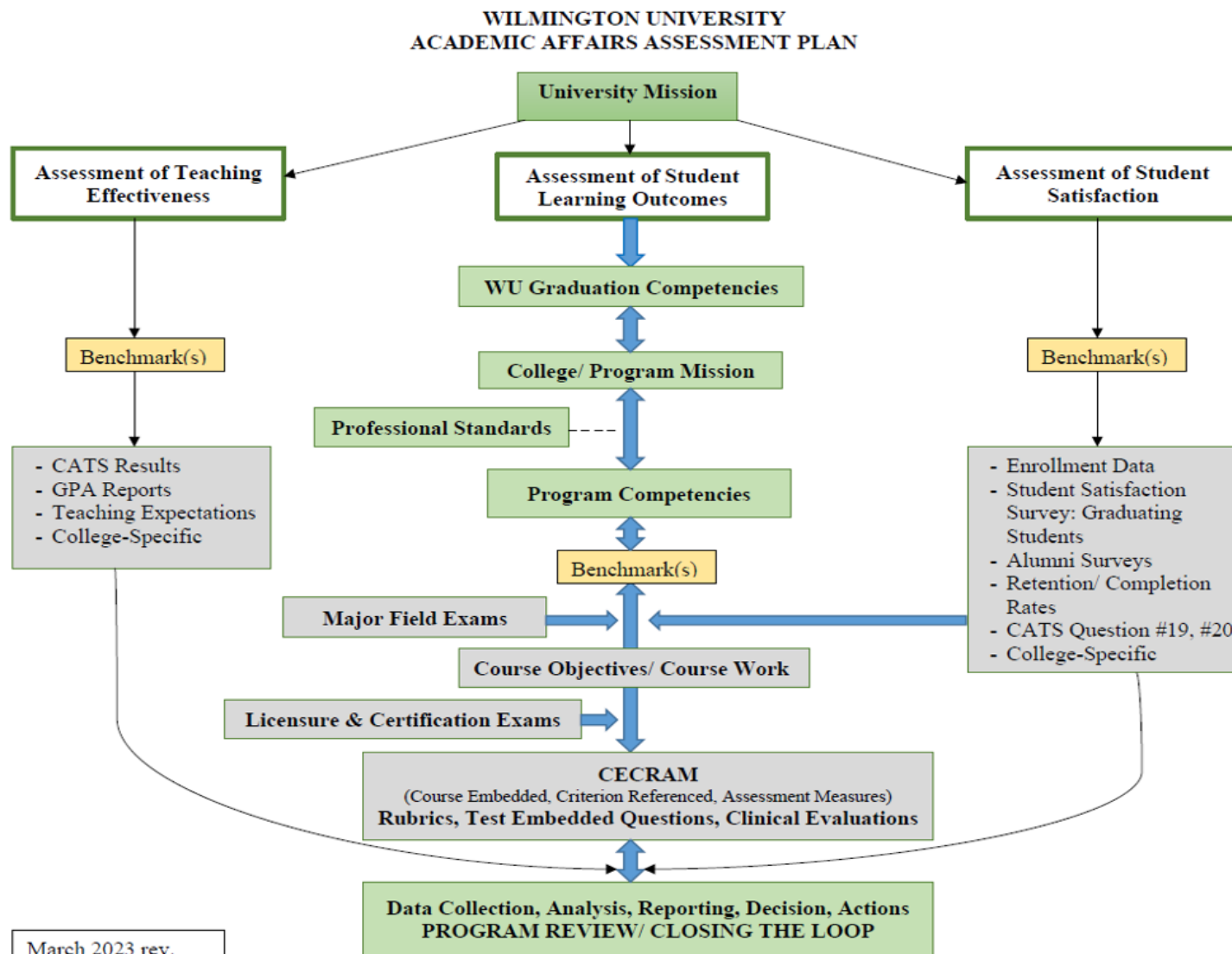


Proof Positive³ - Institutional Assessment

STUDENTS

WORKPLACE

POLICIES & PROCESSES





Teaching (Instructional) Effectiveness

CATS Summary

Mean Score of Questions 1-20

Benchmark: $\geq 4.0/5$ scale; $\geq 65\%$ response

- AY 22/23: 4.44 out of 5 (51.25% response)
- AY 21/22: 4.42 out of 5 (50.31% response)
- AY 20/21: 4.42 out of 5 (51.8% response)

GPA Reports

Benchmark: Mean ≤ 3.80

- Undergrad (AY21/22 – 3.09) 3.13
- Grad (AY21/22 – 3.63) 3.66
- Doctoral (AY21/22 – 3.73) 3.77



Teaching Effectiveness, con't

- Teaching Expectations
 - Use Canvas
- EEC Audits (FA 2022 – SU 2023), benchmarks TBD
- ✓ Courses with an instructor's access
- ✓ Courses with a welcome announcement (one week prior and weekly)
- ✓ Courses with a personalized syllabus
- ✓ Courses with due dates
- *Attendance*
- *Feedback on assignment rubrics*
- *Faculty progress on alignment to Teaching Expectations and personalized plan for professional development, as needed*



Student Satisfaction



Enrollment Data (unduplicated)

22/23 (n) = 20,069 (3.8%, +728 students)

Seats: 92,822 (9.6%, +8,143 seats)

9,646 new; 4,350 graduates (difference of 5296 students)

- 21/22 (n) = 19,280 (-4.7%, -941 students)

8,012 new; 4,157 graduates (difference of 3855 students)

1st to 2nd Year Retention Data (10-yr report)

- Overall, AY22: 61.3% (increase of 1.8%)
- Undergrad (AY21: 53.1%), AY22: 54.2% ↑
- Grad/Doctoral (AY21: 70.6%), AY22: 74.3%



Student Satisfaction, con't.



CATS Survey

Questions individually rated mean score > 4.0 out of 5.0 scale by $> 80\%$ respondents

- Mean Item #19 Course
 - $\geq 84\%$ of respondents rate 4 or 5
4.32/ 5
- Mean Item #20 Instructor
 - $\geq 89\%$ of respondents rate 4 or 5
4.41/ 5



Student Satisfaction, con't.



WilmU Graduating Student Satisfaction Survey ('22)

- 88% response rate! (n= 3,668 graduating students)
- WU is consistently above national norm
 - Overall satisfaction w/ experience 92%
 - Re-enroll here? 90%
- By college – Quality of instruction and Degree influence on employment
- *New* – Presently employed (83%)? In the field of your degree (67%)?

Alumni Survey (1-year post-graduation)

- 9.82% response rate (n= 442), decline ~4%
- Rated as “good” or “excellent” (90.4%)
- Would choose WilmU again (82%)



Student Learning Outcomes
(reported at the College Level)



College of Business Closing the Loop Items

- **Student Learning Outcomes** - Peregrine Test is a nationally normed instrument used in both undergraduate and graduate business programs with continued favorable success in meeting and/or exceeding the benchmark.
- **Curricular Revision** - The Skillabi initiative was embraced by the COB! Curricular changes across academic programs reflect alignment with the industry demand. Resulting – student evaluation methods better reflect the competencies necessary for students to demonstrate career readiness and prepped for the future of work!
- **Faculty Growth & Development** - College-wide achievement of PIE benchmark at the Proficiency Level; therefore, benchmark revised to Mastery Level for upcoming year.



College of Education & Liberal Arts

Closing the Loop Items

- **Student Satisfaction** – Recognized need to expand practice of student practicum surveys to other education programs. Affords students a consistent channel for evaluating their experience (setting, classroom, mentor, etc...); supports dialogue between the IHE and practicum site; and helps the college to assess the educational impact.
- **Teaching Effectiveness** - Added value of Educational Effectiveness Coordinators (EECs) seen within the first year! Immediate increase in faculty attention to posting a personalized syllabus (97%) and welcome announcement (99%); thereby, enhancing communication with our students.
- **OA Process Refinement** - College OA Plan revisions underway considering college merge and new Dean leadership. Clear and consistent alignment of education and liberal arts program competencies to graduation competencies progressing forward.



College of Health Professions & Natural Sciences

Closing the Loop Items

- **Student Learning** - HSC 433 Health Sciences Practicum (capstone course) transitioned Research Paper to a *Grant Proposal Presentation (Pitch)* aligned with oral and written communication and disciplined inquiry competencies, and career-readiness.
 - Students move through the components of a mock grant proposal. The topic and the intervention are chosen by the student to reflect their personal and professional interests within healthcare, as well as impact to local community. Students address issue background, stakeholder consideration, evaluation and sustainability plans. Students “pitch” the proposal orally to peers to simulate and prep for real-world enactment.
- **Student Learning** – Family Nurse Practitioner Certification Pass Rates 96% (AANP) and 100% (ANCC), and Psych Mental Health NP 100% (ANCC)!
- **OA Process Refinement** - Revised College OA Plan considering merge of nursing and natural sciences – ensuring all outcomes measures are appropriately aligned with program competencies across programs.



College of Social & Behavioral Sciences

Closing the Loop Items

- **Student Learning** – AHS 8200 Capstone Project: students demonstrated significant improvement in oral communication (well above 4.0 benchmark), reflecting recommendations previously initiated by the Chair and aligning with graduate-level presentation skill.
 - Clear faculty feedback to students with suggested areas of improvement, revisit assignment expectations to ensure student understanding or requirements, refer students to Student Success Center when additional assistance is necessary
- **Student Learning** – The National Counselor’s Exam (NCE) reflected a 94.12% pass rate (n=17) which exceeds the national mean!
- **OA Process** - Focused efforts on enhancing and refining college-specific OA Process. Dr. Kelly Cheeseman leads administrative component of plan and serves as a resource to the college team for program mapping, data analysis, and Closing the Loop; furthering the “culture of assessment”.



College of Technology Closing the Loop Items

- **Preface**...significant college-wide growth by increase 129% (n = 3,659 students)
- **Curricular Revision** - Incorporating Codio (cloud-based platform), which delivers engaging computing learning experiences (via Canvas), to support academic quality, currency of rapidly evolving content, and preparedness of students for market demand.
 - Actively collaborating with OLL to accommodate increased need for course redevelopment and refresh
- **Student Learning** – New courses identified for outcomes capture in MS Information Systems Technologies (MS-IST) 8101 Supervised Field Experience/ Internship and IST 8105 Capstone. Year one data shows promise in student achievement of benchmark (however, low n).
- **OA Process Refinement** - Refining student learning outcomes and assignments to align with program and graduation competencies and updating program maps for accuracy in Canvas automation (data collection).



Additional Accomplishments

- Effective communication with stakeholders (internal/ external)
 - OA Website, Advisory Committees, Faculty,...
- Survey Fatigue/ Respondent Disengagement Subcommittee
- Program-specific OA Maps
- Assessing the AA OA Process
 - Reflective Account of College-specific Engagement in OA Process (rubric)
 - Initiated post-Summit 2022
 - Supports assessment and process improvement of our Academic Affairs assessment process.
 - Year to year data comparison results in identified opportunities for process efficiencies and/ or enhancements...our “Closing the Loop”!



Questions?