College of Health Professions and Natural Sciences
Outcomes Assessment Plan
2023 - 2024

Introduction

Evaluation of program effectiveness has been an embedded process in the College of Health Professions

the students' perspectives, the use of rubrics provided consistency in grading and a keen understanding of the program's expectations.

Our undergraduate and graduate programs maintain outcome assessment (OA) maps which clarify the linkages among specified expected outcomes and measures utilized. The OA map illustrates **where** the graduation and program competency will be measured (the course) and **how** the competency will be measured (e.g., assignment & rubric, objective exam, clinical evaluation).

A concerted effort is made to identify course evaluation methods that could measure more than one outcome. This enables better collection and tracking of the requisite data, while still providing evidence of overall program effectiveness. Consistency of data collection and evaluation processes are key to a successful outcomes assessment plan.

The evaluation of program-specific outcomes is a continuous process throughout the academic year. Data are collected and reported by block and/ or semester and collated using student work products from the identified outcomes course within each academic program of study. Excel spreadsheets with embedded formulas assist to generate statistics for course outcomes. Discussions of outcomes data are embedded within monthly Nursing Curriculum Committee and Health Sciences/Natural Sciences Curriculum Committee meetings as a standing agenda item. At the conclusion of the academic year, Program Chairs submit an annual summary report in preparation for the annual Academic Affairs Outcomes Assessment Summit. Summary reports define the scheduled assessment activity, benchmarks, annual levels of performance, and specific decisions or actions taken ("closing the loop") to improve student learning. Each report provides a record of the previous year's data collection and decisions/actions based on these data. Program-specific and college outcomes data are maintained on the College Shared Drive.

Non-CECRAM data are collected as additional measures to assess Student Learning Outcomes (SLOs). Additional measures for the assessment of SLOs utilized include a summative end-of-program survey to assess competence with established program outcomes, with a benchmark of $\geq$ 80% of students reporting competence in each program outcome.

III.   Student Satisfaction

Student satisfaction is measured through enrollment data, alumni surveys, student responses on End-of-Course surveys (CATS), program exit surveys, nursing program completion rates, employment rates, and the WilmU satisfaction survey. The College reviews enrollment data across programs annually, looking to achieve consistent growth in comparison to the previous year. In collaboration with the university's Institutional Research (IR) department, alumni are surveyed at one- and five years post-graduation, with a benchmark of respondents providing favorable rankings for all indicators. Alumni are surveyed annually in October with results available in December/January. One- and five-year data are aggregated in one report.

CATS question 19 asks, "I would rate this course as excellent: while question 20 asks, "I would rate this instructor as excellent," both of which have a benchmark of $\geq$ 4.0 on a 5.0 scale. All COHPNS programs seek student input at the completion of their program, with a benchmark of $\geq$ 80% of graduating students who would recommend the program to a colleague.

In accordance with our accrediting body, the Commission on Collegiate Nursing Education (CCNE), nursing program completion rates and program employment rates are calculated as a factor of student satisfaction and student learning. Since 2007, the COHPNS has

- RN to BSN - The College selects NUR 303 Nurse as Professional as entrance into the BSN major. This course is a prerequisite to all other NUR courses in the curriculum. Recognizing the nature of our completion degree and accelerated baccalaureate program offerings, students may complete the program in as little as three (3) semesters up to six (6) years. The expected level of achievement is $\geq$ 70% of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- MSN Leadership and MSN Nurse Practitioner - The College selects the "MSN Major" designation as the student identifier for accurate data capture. MSN student program completion is expected within six (6) years from the start of the program. The expected level of achievement is $>$ 70% of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- Post-Graduate APRN Certificate (Family NP and Psychiatric Mental Health NP) - The College selects registration for the first course within the program of study as the student identifier for accurate data capture. Post-Graduate APRN certificate completion is expected within six (6) years from the start of the program. The expected level of achievement is $>$ 70% of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- DNP - The College selects registration for the first course within the program of study as the student identifier for accurate data capture. DNP program completion is expected within five (5) years from the start of the program. The expected level of achievement is $>$ 70% of students will complete the program in five (5) years (calculated by calendar year, January 1 through December 31).

Employment data are collected for nursing programs via program exit surveys, while data are collected for health sciences and natural sciences programs via alumni surveys. The expected level of achievement is that 70% of graduates who seek employment will be employed within one year (12 months) of graduation.

IV. Promotion of Educational Values

The Academic Affairs Plan identifies a set of educational values developed by the Faculty Senate. In keeping with Wilmington University's mission of providing career-oriented programs, our "scholar-practitioner" faculty are actively engaged in promoting the following educational values combined with practical applications. Educational values are reflected in course syllabi.

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
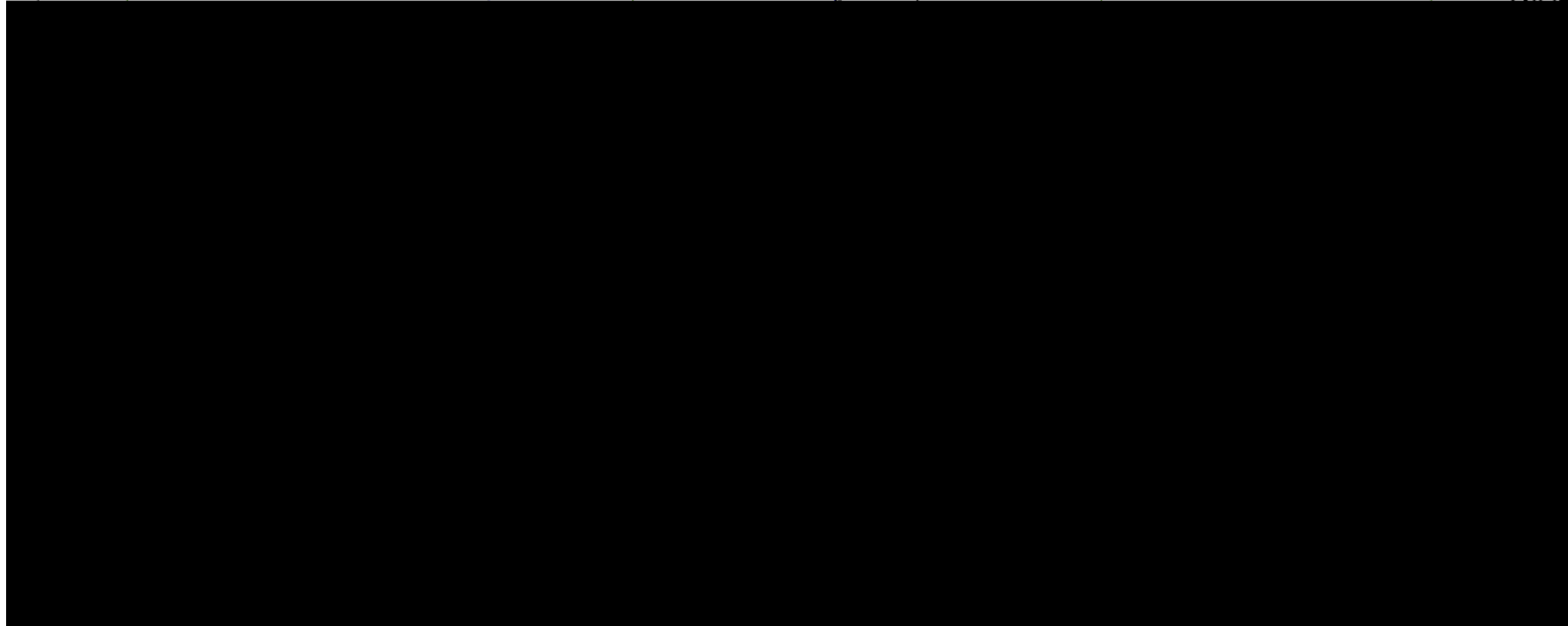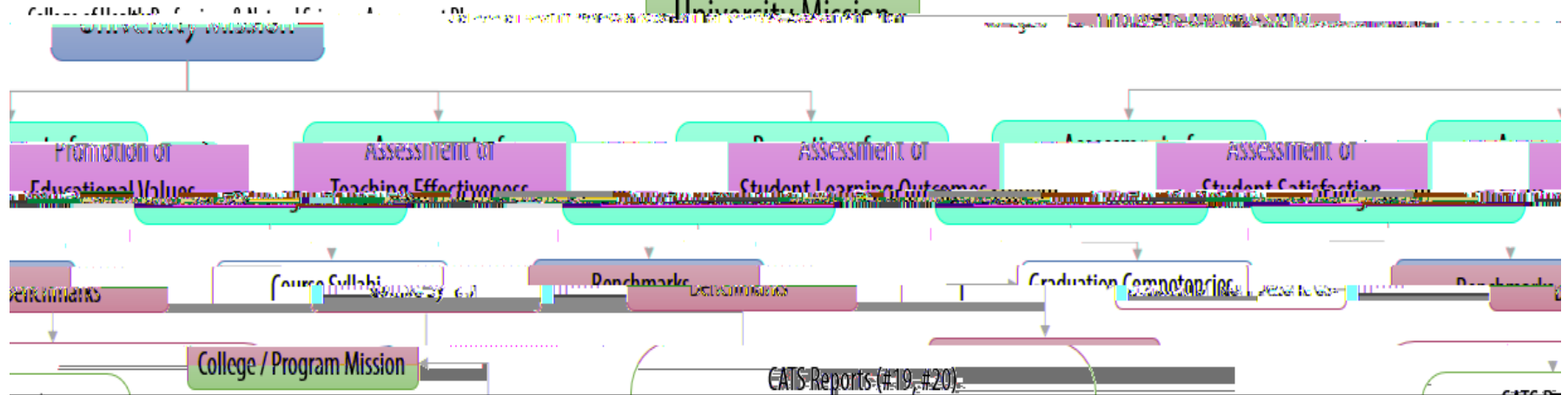*Citizenship*: Commitment to responsible citizenship as a contributing, civil member of society
Well-Being: Commitment to the holistic health of the individual
Civility: Commitment to a civil, supportive, and collegial campus environment and beyond

Wilmington University

College of Health Professions & Natural Sciences Assessment Plan

University Mission

University Mission

Promotion of Educational Values

Assessment of Teaching Effectiveness

Assessment of Student Learning Outcomes

Assessment of Student Satisfaction

Benchmarks

Course Syllabi

Benchmarks

Graduation Competencies

Benchmarks

College / Program Mission

CATS Reports (#19, #20)

Assessment of Teaching Effectiveness

Data	Benchmark	Reporting Frequency	Where to Obtain the Data	Responsible Party
CATS Surveys	65% Response Rate Across the COHPNS	Each Block	Center for Teaching Excellence	Assistant to the Dean*
GPA Reports	3.80	Each Semester	Cognos	Assistant to the Dean*

Week 3 Audit –
Announcement Posted
Within 7 Days, Grading
Within 7 Days after q & VefD Wpg

Assessment of Student Learning Outcomes

Data	Benchmark	Reporting Frequency	Where to Obtain the Data	Responsible Party
Program Outcomes (CECRAM and Non-CECRAM) *Data to be Reported by Block/Semester/Year and Number of Students Per Block/Semester	Variable by Program	Each Semester	Canvas	Program Chairs

Assessment of Student Satisfaction

			Where to Obtain the Data	Responsible Party