



*Learning Outcomes; Assessment of Student Satisfaction; and Promotion of Educational Values.*

The first three assessment prongs include benchmarks and assessment tools; the fourth prong,

*Promoting Educational Values*

## **1. Assessment of Student Learning**



Their findings/recommendations will be reported to the Dean. At least one annual meeting will be held. In addition, Chairs will also present significant OA findings and any resulting changes to their respective Program Advisory Committees.

The Dean will routinely review Institutional Reports, GPA reports and survey findings to assess the College-level of performance. The Dean will also review the data summary reports prepared by the Assistant to the Dean.

Outcomes assessment analysis and updates are regularly addressed at college meetings.



## Written Communication



Students completing the **Animation and 3D (B.S.)** program will be able to:

Appraise th



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.

Write with clarity and precision using correct English grammar: mechanics and usage. 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.

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

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

Demonstrate knowledge and application of prescribed ethical codes and behaviors related

Demonstrate personal skills in innovation and problem solving. Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.

Practice the use and employ the benefit of library resources, including subscription services



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.

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

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

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

Explain the role of IT in meeting strategic business objectives.

Explain how IT can be used for competitive advantage in the external marketplace.

Explain how IT can significantly improve internal business operations and decision making.

Apply the systems approach to business problem solving.

Students completing the **Video and Film Production (B.S.)** program will be able to:

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.

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.

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.

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

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

Professional Production - Develop the technical skills required for professional video production.

Professional Workflow - Practice a professional video workflow.

Problem Solving - Employ creative problem solving.

Film Analysis - Analyze past and current professional trends in video and film production.

Students completing the **Web Design (B.S.)** program will be able to:

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.

Write with clarity and precision using correct English grammar: mechanics and usage. Correctly and ethically exhibit competence in writing for specific purposes, diverse audiences, and genres.

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

Employ legitimate and valid informational resources.

Apply the ethical principles required of computer or designer professionals.

Employ creative problem solving from project inception to completion.

Develop a professional body of work and appropriate artifacts to provide evidence of personal vision and skills.

Develop responsive web applications that display appropriately on various devices.

The graduate student who successfully completes the **Cybersecurity (M.S.)** program will be expected to:

#### Oral Communication

Create and deliver a presentation that adheres to oral presentation best practices.

Prepare and deliver a professional presentation related to Cybersecurity.

Determine the appropriate verbal communication medium (phone call, meeting, presentation, etc.) for a given situation.

Develop an effective verbal communication strategy for a given situation.

#### Written Communication

Determine the appropriate written communication medium (email, text, report, etc.) for a given situation.

Develop an effective written communication strategy for a given situation.

Format written/typed material, including tables and figures, in accordance with the APA

#### Critical Thinking

Solve an IT/IS and/or Cybersecurity related problem / scenario.

Utilize quantitative, qualitative and /or scientific reasoning to solve problems.

Use/Apply critical thinking strategies, including reasoning, problem solving, analysis and evaluation.

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.

Write with clarity and precision in a variety of formats and styles appropriate for different audiences, purposes, and publication needs.

Analyze the impact of communication within an interconnected and technology-driven society.

Conduct research using methods appropriate to the communication field.

Analyze legal, ethical, and leadership principles within the field of professional communication.

Evaluate communication data using statistical concepts to inform the public.

Apply tools appropriate for the communication field (graphics, audio, video, text, web, social media, etc.).

The graduate student who successfully completes the **Information Systems Technologies (M.S.)** program (MS-IST) will have a level of applicable knowledge in the following areas as appropriate

#### MS-IST Information Assurance Concentration

**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 prompted by the student's chosen profession.

**Integration Component** - Evaluate the relationships and dependencies associated with planning, organizing, designing, managing, and implementing Information Systems in an organization.

**Business Application** - Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.

Information Assurance Principles - Apply the principles of Information Assurance used to manage risks related to one or more of the following: Use, Processing, Storage, and Transmission of information or data.

Information Assurance Ethics and Practices - Assess the ethical practices associated with implementing IA policy, Standards and Regulation combined with systemic





Business Application - Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.

Technology Project Management Knowledge - Identify, define, and analyze various aspects of Technology Project Management Knowledge.

Organizational Influences - Define and analyze organizational influences upon Technology Projects.

#### MS-IST Web Design Concentration

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 research methods to investigate a problem or question.

Write with clarity and precision using correct English grammar.

Exhibit competence in writing for specific purposes, diverse audiences, & genres.

Disciplined Inquiry

Employ scientific, quantitative and/or qualitative reasoning an

A representative sampling of course sections may be utilized for the collection of outcomes assessment data. The Program Chair may adjust the sampling size, as necessary. The following guidelines have been established for representative sampling.

As a goal, data collection should be statistically meaningful;

Data may be collected from all course sections if seven or fewer sections are offered in a data collection year (or one hundred students). Where there are eight or more sections offered, sampling may be collected on a random basis.

All University sites and instructional formats (face to face, hybrid, online, etc.) will be included. Data from various course delivery formats and geographical sites should be compared periodically for consistency.

#### GUIDELINES FOR BENCHMARKS (AAOAP 2022)

The following g

- Ø Teaching Expectations for Instructors, which began in fall 2022, are another barometer announcements, personalized syllabi, and assignment due dates). The benchmark is yet to be established at the culmination of the inaugural academic year.
- Ø The benchmark for student satisfaction with the academic experience, as measured by the Graduating Student Satisfaction Survey, is that Wilmington University will score at or above the national norm.
- Ø The CATS survey offers questions #19 and #20 in support of student satisfaction. The

## DEFINITIONS

**Summative Assessment:** Assessments at this level are intended to provide a true gauge of 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:

- Ø Exams with embedded questions (generally used for science or math courses that may be measured on a percentage scoring system),
- Ø Clinical evaluations (generally, but not always, used in conjunction with a rubric in programs such as nursing and education), and
- Ø Standardized comprehensive exams.

**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, 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

## **PROGRAM MAPS**

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.



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