

Wayne State University's efforts to support program assessment are guided by WSU Assessment's mission, learning outcomes, and program goals. The success of those efforts is assessed annually and drive improvements in the following year.

2016-2017 Assessment Plan Report for WSU Assessment

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EXECUTIVE SUMMARY

The 2016-2017 academic year (AY16-17) was the third year in which an institutional assessment of the state of assessment was carried out. In February 2017, as part of the 2017 review for re-affirmation of Wayne State University's accreditation, the institutional assessment results to date were submitted to the Higher Learning Commission in response to its criterion 4B (*The institution demonstrates a commitment to education achievement and improvement through ongoing assessment of student learning.*). Our submission for Criterion 4B received the highest possible rating with no areas cited for improvement.

To frame the institutional assessment efforts, the University Assessment Council reviewed the ten learning outcomes and goals established in previous years, which are related to building knowledge, skill, and participation in continuous program improvement among academic, co-curricular, and student services programs. In response to the 2015-2016 (AY15-16) action plan, two outcomes were added, one related to curriculum mapping and the other to the provision of professional development opportunities.

The director of assessment and the University Assessment Council employed a range of activities to build assessment knowledge, skill, and participation, such as offering professional development workshops, updating the WSU Assessment website, promoting assessment committee structures at the college and department level, producing standardized monthly progress reports by program and unit, promoting the annual timeline for assessment activities, meeting individually with programs that were reviewed by the Council using an assessment plan feedback rubric, and implementing strategies for recognizing the assessment efforts of programs and individuals.

In AY16-17, all but one action item from AY15-16 was completed. Still pending is the identification of a direct method for tracking whether programs re-assess the same outcome after making a data-driven change. At present the only available option is a manual review of over 500 assessment plan entries, which is labor intensive and beyond the capacity of the WSU Assessment office.

For AY16-17 assessment, the director of assessment and the University Assessment Council assessed the seven outcomes for WSU Assessment plus four program goals. Target levels of improvement were met for four of the outcomes and goals, partially met for an additional five, and not met for two. The final outcome was not assessed due to a lack of data from the campus-wide assessment survey.

Data sources included the review of 34 randomly selected assessment plans using the assessment plan feedback rubric, an assessment committee annual activity report, and various reports of faculty involvement in assessment-related activities. Specifically, participation in assessment was assessed through membership on assessment committees, attendance at assessment workshops, meetings, or consultations, use of Compliance Assist (the online repository for assessment plans), and use of the WSU assessment website. By those measures, at least 696 faculty and staff played a role in their program's assessment efforts in AY16-17.

The campus-wide assessment survey launch was planned for October 16 because that date corresponded to the start date for Assessment Week 2017 activities. Items eliciting feedback on those activities were incorporated into the AY16-17 survey. However, the launch date was delayed from

October 16 until November 7 in AY16-17 to accommodate the planned campus climate survey, a high priority institutional baseline survey around issues of diversity, equity, and inclusion. This delayed launch significantly reduced the response rate for the survey to such an extent that the data are unusable.

Results from the rubric reviews revealed more skill in reporting assessment results and in action planning, but quality was lower in other elements among the programs reviewed

The annual assessment committee activity reports in AY16-17 described a variety of changes to improve student learning and success. Among the most frequent changes were **revisions to curricula, goals, expectations, criteria, pedagogical approaches, and assessments, as well as increased or improved communication, information, understanding, and student learning.**

Nonetheless, time/workload and lack of reward or recognition for assessment work were reported as significant barriers to assessment for many survey respondents, as was **limited participation among colleagues.**

Recognition efforts expanded in 2016-2017 in response to last year's annual report. We again held the luncheon hosted by President M. Roy Wilson and Provost Keith E. Whitfield and organized five public presentations of good assessment practices by faculty and staff that served as public recognition. Furthermore, 28 programs were selected for special recognition at the luncheon through posters (12 programs) and table tents (16 programs) describing one well-designed and implemented assessment that led to a clear action to improve the program. The posters and table tents then toured campus, being displayed in five buildings, on digital signage through the University Libraries' desktop advertising program, and during the Higher Learning Commission site visit, when both the reviewers and the Board of Governors were able to view them.

Based on the 2016-2017 assessment results, the WSU Director of Assessment and the University Assessment Council identified multiple actions that will build upon their first three years' efforts. Among those actions are:

1. continuing to provide individualized feedback to programs
2. identifying more alternatives to workshops for professional development opportunities
3. planning Assessment Week 2017 to celebrate our successful Higher Learning Commission re-affirmation of accreditation and to expand awareness of and engagement in assessment
4. encouraging and providing support for conference proposals to assessment conferences
5. carrying out a listening tour to get qualitative feedback about assessment's impact and the support needed post-HLC for best practices in assessment
6. identifying possible impediments to next year's annual survey to ensure adequate data to inform the University Assessment Council's planning on all of its learning outcomes and program goals.

HISTORICAL CONTEXT:

Both nationally and internationally, continuous improvement of student learning outcomes has become an increasing focus over the last two decades. Program assessment, the data-driven process of setting clear goals for student learning, measuring the attainment of those goals, and improving programs based on the results is the cyclical process through which continuous improvement happens.

Concerted efforts to establish a culture of assessment at Wayne State grew in Fall 2012 with the appointment of Dr. Joe Rankin to the position of Associate Provost for Undergraduate Affairs. Under his leadership, the university licensed Compliance Assist, an online repository for program assessment documentation. He then populated the site with standard questions to guide programs' assessment reporting. Beginning in Winter 2013, he and his staff offered 20 workshops across campus to train faculty, staff, and administrators in the use of the site and to introduce the campus to the role of the Higher Learning Commission in motivating more formalized attention to continuous improvement. Throughout the following months, Associate Provost Rankin gave presentations at meetings in most of Wayne State's Schools and Colleges to further inform the campus of these efforts and individuals' roles in them.

Despite these efforts, campus-wide progress in assessment was sporadic and slow. Unlike many other institutions of similar size with a more developed culture of assessment, Wayne State did not have an office dedicated specifically to supporting and enhancing program assessment processes. Associate Provost Rankin had recommended the creation of such a position to two previous provosts without success until then-Provost Margaret Winters agreed with his reasoning and approved a search for WSU Director of Assessment in summer 2014.

The hiring of the Director of Assessment in September 2014 enabled a number of new initiatives to enhance campus-wide assessment participation and practices:

1. Establishment of an institutional timeline for the program assessment cycle
2. Outreach to faculty, staff, and administrative groups at the university, college, and department levels
3. Creation of the University Assessment Council, which meets monthly to plan support for best practices in assessment across campus
4. Delivery of structured faculty and staff workshops on program assessment to complement the work of the Office for Teaching and Learning
5. Development and launch of the WSU assessment website (<http://wayne.edu/assessment>), which was recognized in 2016 by the National Institute for Learning Outcomes Assessment
6. Identification or creation of College/School/Division and department assessment committees and department-level program assessment coordinators
7. Creation, piloting, norming, and use of an assessment plan feedback rubric to annually review 10% of programs' plans and provide feedback to those programs on best practices in assessment
8. Development and implementation of a plan for assessing the state of assessment at Wayne State, which is reported in detail in this document
9. Standardized monthly reporting of assessment plan documentation to the Provost's office, deans, and University Assessment Council, and presented as relevant to other groups

10. Planning of recognition events, including an annual luncheon for assessment practitioners and hosted by the president and the provost. Posters recognizing specific examples of good assessment in WSU programs are revealed at the luncheon and then displayed across campus throughout the remainder of the academic year.
11. Discussions with the provost's office and the General Education Oversight Committee regarding the assessment of the General Education program
12. Better integration of program assessment efforts into Academic Program Review
13. Content analysis of campus-wide student learning outcomes to inform discussions in the General Education Reform Committee, and planning by the WSU Director of Assessment, the University Assessment Council, the Office for Teaching and Learning, the Academic Success Center, and within each college.
14. Support for faculty and staff submitting proposals to assessment conferences

That work has improved assessment practices and participation across campus and contributed to a successful 10-year review for re-affirmation of accreditation by the Higher Learning Commission (HLC) in 2017. Nationally the most frequent area of deficiency within the HLC's institutions at the time was in criterion 4B, which focuses on the assessment of student learning. Wayne State University, in contrast, received the highest possible rating on this (and all) criteria, with no follow-up required, a point of pride for the University Assessment Council in particular.

The remainder of this report summarizes the assessment plan for WSU assessment, its results, and action plan for AY16-17.

MISSION STATEMENT:

The mission of WSU Assessment is to engage faculty, staff, administrators, and students from academic and co-curricular/student services programs in an effective, sustainable process of ***continuous program improvement that enhances student learning*** throughout their time at Wayne State. We encourage stakeholders' engagement by:

- offering professional development opportunities in program assessment, such as workshops, group and individual consultations, [training](#) videos, presentations, and written [documentation](#)
- disseminating information about program assessment through peer support structures ([University](#), College/School /Division, and Departmental program assessment committees; program assessment coordinators) and online at assessment.wayne.edu
- [recognizing](#) individuals and programs for their exemplary progress and [scholarly](#) presentations or publications in assessment
- facilitating [feedback](#) processes to improve the quality of programs' assessment plans

The University Assessment Council further supports and promotes program assessment and the WSU Assessment office's efforts. Its charge and membership list are available [online](#).

In 2016-2017, efforts at fulfilling WSU Assessment's mission included the following activities:

Professional development activities

- 11 university-level assessment workshops open to all campus members
- 49 in-person individual consultations
- 50 phone or email consultations
- 4 peer-to-peer program assessment forums
- 22 rubric report meetings

Shifts in professional development activities responded to the changing needs of the campus and results of the 2015-2016 annual report. As such, university-level workshops were substantially reduced and rubric report meetings were introduced.

Director of Assessment's participation in committee discussions

- Council of Undergraduate Administrators
- Diversity Campus Climate Study Group
- General Education Oversight Committee
- General Education Reform Committee
- Higher Learning Commission Steering Committee
- University Assessment Council

The director's role at committee meetings was to provide assessment expertise to support the committees' charge. The director chairs the University Assessment Council.

Dissemination of information

- 19 information meetings
- Monthly progress reports of assessment documentation submitted by each program to the provost, deans, other relevant supervisors, and University Assessment Council representatives
- Periodic communication with program assessment coordinators regarding available resources, professional development opportunities, and program-level progress in assessment plan documentation
- Monthly meetings of the University Assessment Council, whose representatives communicated information to their respective units
- Campus-wide emails and event postings announcing assessment-related professional development opportunities and deadlines
- School/college assessment committees made council information available at the departmental level.

Recognition of individuals and programs

- A recognition luncheon for 65 faculty, staff, and administrators hosted by President M. Roy Wilson and Provost Keith Whitfield in October 2017
- Posters (12) and table tents (16) describing good examples of programs' assessment processes, unveiled at the luncheon and subsequently displayed at 5 locations on campus, including during the Higher Learning Commission site visit.

- Faculty recognition section on the WSU assessment website for scholarly publication or presentation of assessment work (<http://wayne.edu/assessment/showcase/>)
- Selection of faculty and staff as presenters at the four peer-to-peer program assessment forums with letters of recognition from the provost
- Video or written narrative versions of peer forum presentations and the assessment posters and table tents posted publicly on the WSU Assessment website (<http://wayne.edu/assessment/examples/>)
- Individualized thank-you letters from Provost Keith Whitfield to the University Assessment Council members and to individual faculty and staff, many identified by colleagues through the annual assessment committee report, for their contributions to assessment within and beyond their home unit.

Facilitating feedback processes

- University Assessment Council members conducted the third annual review of a 10% random sample of assessment plans from across campus to provide feedback to 34 programs regarding best practices in assessment. The corresponding reports were shared with program representatives in AY17-18 to discuss the results of the review and provide support for improving assessment practices.

LEARNING OUTCOMES AND PROGRAM GOALS

The success of the above efforts was assessed with respect to a set of specific learning outcomes and program goals, listed in Table 1 and described below. In AY16-17, all outcomes were assessed, but the data from the campus-wide survey were not usable due to an unacceptably low response rate. As such, LO1 has no useable data for AY16-17, and other LOs have less available evidence than last year.

Table 1. Learning Outcomes and Program Goals for Assessment at WSU

LEARNING OUTCOMES and PROGRAM GOALS:	ASSESSMENT METHODS (Details below)		
WSU faculty and staff from academic and co-curricular programs:	Participation data	Rubric scores	Campus-wide assessment survey (Fall 2017)
1. identify the program assessment cycle's stages, purposes, and benefits.			Data unavailable due to low response rate
2. compose mission statements that reflect best practices	✓	✓	
3. compose learning outcomes that reflect best practices.	✓	✓	
4. accurately and clearly represent the development of student learning outcomes in a curriculum map	✓	✓	
5. select sustainable assessments that provide useful data for understanding whether their stakeholders are achieving their program's learning outcomes.	✓	✓	
6. use their assessment data to make logical decisions about what to retain or change in their program.	✓	✓	
7. carry out their data-driven decisions to improve their program.	✓	✓	
8. close the loop by re-assessing whether their improvements efforts had the desired effect.	✓		
9. believe that program assessment efforts are valued.	✓		
10. meet annual assessment plan documentation requirements.	✓		
11. expand the number of individuals engaging in program assessment.	✓		
12. receive professional development opportunities.	✓		

ASSESSMENT METHODS

The outcomes were assessed through four assessment methods:

Feedback rubric scores:

The WSU Director of Assessment selected 10% (34) of AY16-17 assessment plans from the list of programs in June 2016 using a random number generator. Programs reviewed in 2014-2015 or 2015-2016 and their closely related counterparts were excluded from selection (e.g., MS in Chemistry reviewed in AY14-15, so BS, MS, and PhD were excluded for 2016-2017) in order to broaden the range of faculty and departments involved in the process.

After an intensive training and norming process, the University Assessment Council members and additional faculty and staff volunteers applied the feedback rubric (http://wayne.edu/assessment/files/ws_u_program_assessment_plan_feedback_rubric.docx) to each of the selected assessment plans to evaluate the quality of assessment planning across campus. All plans were scored by at least two reviewers; some were scored by three.

Each section of the rubric corresponds to one element of the assessment plan, and thus to learning outcomes 2 through 7. Possible scores on each section included **Reflects best practices**, **Meets standards**, and **Needs development**. A summary score using the same scale reflects the quality of the overall assessment plan when all sections are considered together.

The target level of performance is an annual 5% increase in the number of reviewed assessment plans **meeting standards** and **reflecting best practices** until all sections reach 85% of programs at those levels. See Table 2 for specific percentage targets

Table 2. Target for UAC-reviewed assessment plans meeting standards or reflecting best practices

	AY14-15 (baseline) (n=40)	AY15-16* targets: (n=37)	AY16-17 targets:	AY17-18 targets:	AY18-19 targets:
Mission statement	70%	75%	80%	85%	(90%)
Learning outcomes	57%	62%	67%	72%	77%
Curriculum map	58%	63%	68%	73%	78%
Method	33%	38%	43%	48%	53%
Results	39%	44%	49%	54%	59%
Action plan	32%	37%	42%	47%	52%
Timeline	40%	45%	50%	55%	60%
Reporting to stakeholders**	27%	32%	37%	42%	47%
Overall plan rating	24%	29%	34%	39%	44%

*AY16-17 exclusions: Programs reviewed in AY14-15, AY15-16, and related programs (e.g., MA reviewed, PhD with same title excluded)

**Reviews were conducted before the *Reporting to stakeholders*' deadline, so comparison to AY14-15 will not be direct.

CLOSING THE LOOP BASED ON AY15-16 DATA AND REVIEWER FEEDBACK: Several changes to the assessment plan review process were implemented in AY16-17 in response to data and feedback from the AY15-16 rubric reviews. Those changes include:

- AY15-16 reviewers inconsistently rated missing items in their scoring. In response, the appropriate rating for those items was pre-entered to reduce error as well as workload for reviewers.
- Norming activities were reduced to minimize reviewer fatigue.
- Norming scores were entered directly by reviewers to provide training in the use of the shared Excel file.
 - This change, combined with the reduced norming activities, likely contributed to this year's lower interrater reliability, reported below.

Campus assessment survey:

As in the previous two years, a random sample of graduate and undergraduate students plus all faculty, staff, and administrators affiliated with programs involved in program assessment received an invitation to respond to a campus-wide survey on program assessment. The survey included multiple choice and open-ended questions about the role of the respondent, the type of program with which they are affiliated, their participation in assessment committees or coordination and in Assessment Week 2017 activities, the usefulness of available assessment resources, their perceptions of the intended and actual purposes and uses of program assessment, benefits of program assessment, perceptions about who values their work in assessment, changes made based on assessment, barriers to assessment, and suggestions for improvements. Of the 6,000 invitations sent, 194 (3.2%) surveys were started; 203 others (3.4%) provided responses to questions beyond the demographics items.

Given the extremely low response rate, the University Assessment Council judged the data unreliable, and therefore they are not included as evidence of the corresponding learning outcomes in this report. The council attributed the low response rate to two primary factors:

1. The survey was launched on November 8, a month later than in past years, to accommodate the planned Campus Climate Study survey, putting it in the midterm and Thanksgiving holiday period. While the climate survey was ultimately delayed until January 2018, that decision caused a month's delay in launching the assessment survey.
2. The university's successful re-affirmation of accreditation with the Higher Learning Commission in summer 2017 has corresponded to less participation in assessment planning. As such, the University Assessment Council posited that campus members felt less impetus to complete an assessment survey as well.

Given that the targets on the measures in the survey cannot be reported this year, they will be measured in the Fall 2018 survey.

Targets:

WSU Assessment has set a target of an annual 3% increase on the following measures in the survey:

- The self-reported level of engagement in assessment (AY15-16 sets the baseline for this measure) Q10)
- The recognition of the four main elements of the assessment cycle (Q12)
- Confidence in carrying out each program assessment activity (Q13)
- The identification of program-focused purposes of assessment (Q14)
- The reported experience of program-focused uses of assessment data (Q15)
- The perceived and experienced benefits of assessment (Q16, Q17)
- The use and usefulness of assessment resources (Q20)
- The number of individuals perceived to value participation in assessment (Q23)

WSU Assessment has set a target of an annual 5% reduction on the following measures in the survey:

- The identification in individual-focused purposes of assessment (Q14)
- The reported experience of individual-focused uses of assessment (Q15)
- The perceived and experienced barriers to participating in assessment (Q19)

Participation data:

- **Interactions with WSU Director of Assessment:** A count of the number of attendees at campus-wide and unit-level workshops, meetings, and individual consultations with by Dr. Cathy Barrette through AY16-17
- **Assessment coordinators:** A count of the number of individuals identified by their unit as the contact person for assessment communications
- **Compliance Assist users:** A count of active users between Sept. 1, 2016 and Aug. 31, 2017
- **WSU Assessment website traffic:** Number of users and unique page views on the WSU Assessment website (per Google Analytics)
- **Assessment committee annual report:** Beginning in May 2016, 117 units (college, school, division, department or non-departmental program) were invited to submit an annual assessment committee report identifying the committee members, their roles (e.g., faculty, staff, student), and describing the committee's activities. Responses were received from 64 (55%) units.
- **Assessment plan submission:** Reports from Compliance Assist identifying the number of items of required documentation submitted in AY16-17 provided the final piece of participation data.

WSU Assessment has set the following targets for participation measures for AY16-17:

- **Interactions with WSU Director of Assessment:** Increase the number of attendees at campus-wide and unit-level workshops, meetings, and individual consultations with by Dr. Cathy Barrette through AY16-17 by 5%
- **Assessment coordinators:** Maintain an average of at least one contact person for assessment communications per department/unit
- **Compliance Assist users:** Achieve an average of one active user per department/unit

- **WSU Assessment website local traffic:** Increase the number of users and unique page views on the WSU Assessment website (per Google Analytics) by 5%
- **Assessment committee report:** Participation from Student Services programs in responding to the report.
- **Assessment plan submission:** 85% of programs will submit all Fall and Winter documentation.

ASSESSMENT RESULTS

LO1: WSU faculty and staff from academic and co-curricular programs identify the program assessment cycle’s stages, purposes, and benefits.

AGGREGATED RESULTS FOR LO1:

LO1 relies entirely on assessment survey results. As such, no useable data for AY16-17 is available.

LO2: WSU faculty and staff from academic and co-curricular programs compose mission statements that reflect best practices

DATA SOURCES: Rubric scores, Participation data

Rubric scores: Mission statement section

Table 3. Mission statement rubric score ratings

Mission statement rating	AY15-16 Percentage of reviewed programs (n=37)	AY16-17 Percentage of reviewed programs (n=34)	Change
Reflects best practices	43%	39%	-4%
Meets standards	40%	35%	-5%
Needs development	17%	27%	+10%
Not submitted	0%	0%	-
Total Meets/Reflects:	83%	74%	-9%

Participation data: Completion of mission statements in Compliance Assist

In AY16-17, 99% of programs submitted at least one mission statement, equal to the rate of submission in AY15-16.

AGGREGATED RESULTS FOR L02:

A lower percentage of the randomly sampled programs met standards in their missions statements in AY16-17 compared to AY15-16.

Programs matched the quantity of mission statements submitted in AY15-16. No further progress is expected in future years because the remaining 1% corresponds to programs in transition, either newly added or in the process of moratorium or discontinuance.

Target levels of improvement in quantity were met for this outcome, but were not met for quality.

LO3: WSU faculty and staff from academic and co-curricular programs compose learning outcomes that reflect best practices

DATA SOURCES: Rubric scores, Participation data

Rubric scores: Learning outcomes section

Table 4. Learning outcomes rubric score ratings

Learning outcomes rating	AY15-16 Percentage of reviewed programs (n=37)	AY16-17 Percentage of reviewed programs (n=34)	Change
Reflects best practices	12%	11%	-1%
Meets standards	58%	56%	-2%
Needs development	30%	35%	+5%
Not submitted	0%	0%	-
Total Meets/Reflects:	70%	67%	-3%

Participation data: Completion of learning outcomes in Compliance Assist

In AY16-17, 99% of programs submitted at least four learning outcomes, compared to 96% in AY15-16, an increase of three percentage points.

AGGREGATED RESULTS FOR L03:

A lower percentage of the randomly sampled programs met standards in their learning outcomes in AY16-17 compared to AY15-16.

A higher percentage (99%) of programs submitted the required number of learning outcomes this year. No further progress is expected in future years because the remaining 1% corresponds to programs in transition, either newly added or in the process of moratorium or discontinuance.

Target levels of improvement in quantity were met for this outcome, but were not met for quality.

LO4: WSU faculty and staff from academic (and co-curricular) programs accurately and clearly represent the development of student learning outcomes in a curriculum map

DATA SOURCES: Rubric scores, Participation data

Table 5. Curriculum map rubric score ratings

Curriculum map rating	AY15-16 Percentage of reviewed programs (n=37)	AY16-17 Percentage of reviewed programs (n=32*)	Change
Reflects best practices	36%	27%	-9%
Meets standards	31%	29%	-2%
Needs development	33%	46%	+13%
Not submitted	0%	0%	-
Total Meets/Reflects:	67%	56%	-11%

*Student Services programs are not required to submit curriculum maps. As such the two Student Services programs reviewed are not included in this data set.

Participation data: Completion of curriculum maps in Compliance Assist

In AY16-17, 99% of academic programs submitted at least one curriculum map, compared to 96% in AY15-16, an increase of three percentage points.

AGGREGATED RESULTS FOR L04:

While a higher percentage of programs submitted curriculum maps in AY16-17 compared to AY15-16, a lower percentage of the randomly sampled programs met standards in the quality of their curriculum maps.

Target levels of improvement in quantity were met for this outcome, but were not met for quality.

LO5: WSU faculty and staff from academic and co-curricular programs select sustainable assessments that provide useful data for understanding whether their stakeholders are achieving their program’s learning outcomes.

DATA SOURCES: Rubric scores, Participation data

Rubric scores: Assessment method section

Table 6. Assessment methods rubric score ratings

Assessment method rating	AY15-16 Percentage of reviewed programs (n=37)	AY16-17 Percentage of reviewed programs (n=34)	Change
Reflects best practices	20%	19%	-1%
Meets standards	25%	20%	-5%
Needs development	50%	63%	+13%
Not submitted	5%	-	-
Total Meets/Reflects:	45%	39%	-6%

Participation data: Completion of assessment methods in Compliance Assist

In AY16-17, 99% of programs submitted at least two assessment methods, compared to 91% submitting at least one method in AY15-16, an increase of eight percentage points.

AGGREGATED RESULTS FOR LO5:

While a higher percentage of programs submitted two assessment methods in AY16-17 compared to AY15-16, a lower percentage of the randomly sampled programs met standards in their assessment methods in AY16-17.

Target levels of improvement in quantity were met for this outcome, but were not met for quality. No further increase in quantity is expected in future years.

LO6: WSU faculty and staff from academic and co-curricular programs use their assessment data to make logical decisions about what to retain or change in their program.

DATA SOURCES: Rubric scores, Participation data

Rubric scores: Results section

Table 7. Assessment results rubric score ratings

Results rating	AY15-16 Percentage of reviewed programs (n=37)	AY16-17 Percentage of reviewed programs (n=34)	Change
Reflects best practices	19%	8%	-11%
Meets standards	11%	26%	+15%
Needs development	27%	12%	-15%
Not submitted	43%	57%	+14%
Total Meets/Reflects:	30%	34%	+4%

Rubric scores: Action plan section

Table 8. Action plan rubric score ratings

Action plan rating	AY15-16 Percentage of reviewed programs (n=37)	AY16-17 Percentage of reviewed programs (n=34)	Change
Reflects best practices	8%	14%	+6%
Meets standards	22%	19%	-3%
Needs development	25%	13%	-12%
Not submitted	43%	56%	+13%
Total Meets/Reflects:	30%	33%	+3%

Participation data: Completion of results and action plans in Compliance Assist

NB: Last year's annual report included final submission data from February 1, 2017, the latest available data prior to the Higher Learning Commission's deadline for submitting evidence files. Thus, the AY15-16 report reflected a substantially higher completion rate because it includes three additional months of submissions.

In AY16-17, 78% of programs submitted at least two results, compared to 87% at the same time point in AY15-16 (November 1), a decrease of nine percentage points. Lower participation in four of the schools and colleges accounts for the majority of the change.

In AY16-17, 76% of programs submitted at two action plans, compared to 86% that submitted at least one result in AY15-16, a decrease of ten percentage points.

AGGREGATED RESULTS FOR L06:

The quality of both results and action plans sections improved this year. University Assessment Council members attended more specifically to these sections in discussions with program members to address low scores last year to a somewhat positive effect.

On average, programs decreased the quantity of results and action plans that they produced over the last year. The earlier cut-off date in reporting likely affected this result.

Target levels of improvement in quality were met for this outcome; the year-to-year comparison of quantity cannot be made directly because of the difference in reporting dates.

LO7: WSU faculty and staff from academic and co-curricular programs carry out their data-driven decisions to improve their program.

DATA SOURCES: Rubric scores, Participation data

Rubric scores: Timeline for implementation section (NB: Data for AY15-16 was downloaded three months earlier than in AY14-15, which affected the number of Timeline sections submitted.)

Table 9. Timeline for implementation rubric score ratings

Timeline for implementation rating	AY15-16 Percentage of reviewed programs (n=37)	AY16-17 Percentage of reviewed programs (n=34)	Change
Reflects best practices	25%	16%	-9%
Meets standards	10%	11%	+1%
Needs development	15%	19%	+4%
Not submitted	50%	56%	+6%
Total Meets/Reflects:	35%	27%	-8%

Participation data: Completion of timelines in Compliance Assist

In AY16-17, 75% of programs submitted at least two timelines for implementing their actions plans, compared to 87% in AY15-16, a decrease of twelve percentage points.

AGGREGATED RESULTS FOR L07:

A lower percentage of programs submitted timelines, and fewer of the randomly sampled programs met standards in their timelines for implementing their action plans in AY16-17 compared to AY15-16.

Reviewers were more strict in their rating of timelines, however, requiring more specific dates than in previous years. Their expressed motivation was to raise the standard and clarify expectations going forward.

As with the results and action plans, timeline completion rates may have been lower because the final rate was calculated two months earlier than in AY15-16.

Target levels of improvement in quantity and quality were not met for this outcome.

LO8: WSU faculty and staff from academic and co-curricular programs close the loop by re-assessing the impact of action plan implementation on student learning outcomes.

DATA SOURCE: Assessment Committee Annual Report

Assessment Committee Annual Report

Thirty-three of the 43 units that submitted this report identified actions that involved closing the loop. Twenty described changes made to the curriculum, teaching methods, or instructional and learning resources based on their assessment data. Three reported re-assessing student outcomes following a change made in response to earlier assessment data. Ten reported on changes to their assessment processes.

AGGREGATED RESULTS FOR LO8:

Committee reports suggest that unit-level discussions about closing the loop are taking place in about three-fourths of assessment committees, up from a third in the previous year. Completion rates for action planning (see PG9 Participation data) are in place for 78% of programs, lower than last year's 87%.

PG9: WSU faculty and staff from academic and co-curricular programs believe that program assessment efforts are valued.

The academic literature on assessment indicates that a positive culture of assessment includes a perception that work on assessment is valued and rewarded (Killian et al 2015; Kuh et al. 2014; Suskie, 2009).

DATA SOURCES: Assessment Committee Annual Report

Assessment Committee Annual Report

Twenty-nine of the 43 units that submitted this report identified at least one individual whose work on assessment was especially valued by the person submitting the committee report. The total number of individuals identified was 101, with an average of 3.4 individuals per responding program.

AGGREGATED RESULTS FOR PG9:

Assessment committee reports provide evidence that assessment efforts are valued at the unit level, whether the unit is the program, department, or school or college. Without this year’s survey data, no information is available about perceptions that assessment is valued institutionally.

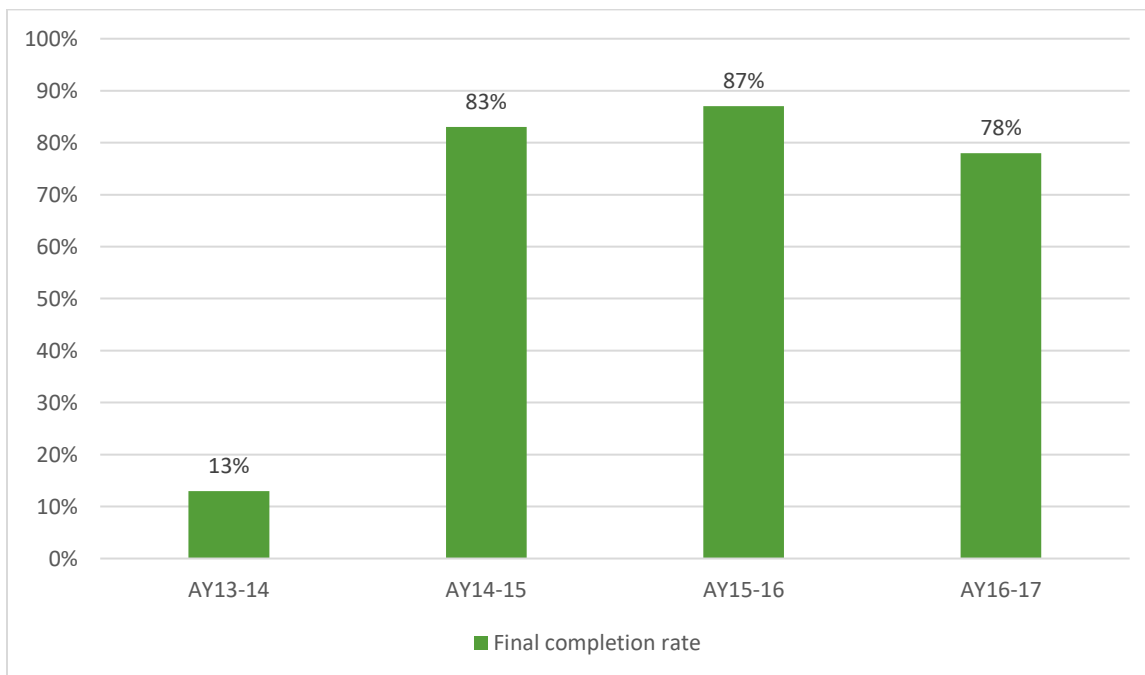
PG10: WSU faculty and staff from academic and co-curricular programs meet annual assessment plan documentation requirements.

DATA SOURCE: Participation data

Participation data: Compliance Assist assessment plan completion report

Reports downloaded from Compliance Assist provide evidence of the number of programs able to articulate their mission statements, learning outcomes, curriculum maps, assessment methods, and action plans, although they cannot indicate the quality of these items. Figure 2 compares completion rates since 2013-2014, the first year that programs had access to Compliance Assist.

Figure 1. Assessment plan completion over time



AGGREGATED RESULTS FOR PG10:

Completion rates increased each year through the Higher Learning Commission re-affirmation of accreditation process, but decreased this year following a positive outcome to that review. That decrease may also be due to the earlier cut-off date for the report: The final report date for AY15-16 was in January 2017 in order to provide the most updated report possible to the HLC vs. in November 2017 for AY16-17, two months earlier in the cycle.

PG11: WSU faculty and staff from academic and co-curricular programs expand the number of individuals engaging in program assessment.

DATA SOURCES: Participation data

Participation data

For the period of 9/1/2016 through 8/31/2017, participation in assessment is evidenced by the following activities: (Note that some individuals are represented in more than one count.)

- Out of 696 individuals interacting with the WSU Director of Assessment through assessment workshops, meetings, or individual consultations in AY16-17, approximately 329 (47%) involved new individuals.
 - Compared to 650 total interactants in AY14-15 and 934 (35% new) in AY15-16.
 - **The goal of a 5% increase in total number of interactants was not met. However, the goal was exceeded for contact with new individuals.**
- 248 faculty and staff were active Compliance Assist users, representing 289 programs
 - Compared to 233 users in AY15-16, **an increase that moves toward the goal of at least one active user per program.**
- 2553 unique users visited the Assessment website with 4731 page views (Google Analytics)
 - 483 (18.9%) users were new to the site
 - Compared to 643 (17.2%) new users in AY15-16
 - **This increase in website traffic exceeded the goal of a 5% increase over last year.**
- 138 individuals served as assessment coordinators
 - Compared to 157 in AY14-15 and 165 in AY16-17
 - **While the number of coordinators is lower than last year, some coordinators are now assigned to multiple programs and all programs have an assigned coordinator, so the goal for this item was met.**
- Faculty and staff took on roles as active presenters and/or resources for colleagues:
 - 11 faculty representing five schools and colleges and 3 academic and co-curricular programs presented their assessment plans in a series of four peer-to-peer program assessment forums in AY16-17
 - 4 colleagues from three colleges (one faculty member, one program coordinator, one department chair/associate dean, and one college assessment coordinator) served as presenters on the *Assessment Leadership Panel*, a presentation on how to support assessment practices and processes at different levels of the institution

- 269 individuals were members of the 48 programs or student services units that reported having a committee or group responsible for discussing assessment
 - Average of 3.6 meetings in academic units in AY16-17
 - Average of 5.5 meetings in Student Services unit in AY16-17
 - **There was a 28% decrease in reported committee members, corresponding to a decrease in the number of academic programs submitting this report. However, Student Services programs submitted reports this year, indicating that introducing a separate survey with wording relevant to those programs was productive.**
- 78% of programs submitted complete assessment plans for AY16-17
 - This is a decrease from last year's 87%, which was recorded in January 2017 for the Higher Learning Commission review, rather than in November, which would have been a more accurate point of comparison.
 - **The target completion rate of 85% was not met.**

AGGREGATED RESULTS FOR PG11:

Data indicate broad participation in assessment, but this year's rates did not consistently meet the targets for growth. Lower motivation following the completion of the HLC review may account for some of the decreases, but the number of new participants is nonetheless encouraging.

PG12: WSU faculty and staff from academic and co-curricular programs receive professional development opportunities.

DATA SOURCES: Participation data

Participation data

In AY16-17, new assessment workshops were offered in keeping with the changing needs of the campus. Most programs at the start of Fall 2016 had the basic elements of an assessment plan, and feedback on the F16 survey indicated an interest in more advanced workshops and more exposure to examples. As such, the following professional development events were offered campus-wide:

- 3 workshops (two dates for each): *More efficient program assessment, Next steps in program assessment, Refining assessment methods*
- 4 peer forums: 3 focused on academic programs, 1 on student services programs
- 1 *Assessment Leadership Panel*, presented by 4 colleagues from three colleges (one faculty member, one program coordinator, one department chair/associate dean, and one college assessment coordinator)

Conversation Calendars, a set of monthly discussion topics to guide assessment committees' planning for and implementation of assessment plans in their programs and units, were promoted through email on multiple dates to faculty, chairs, directors, associate deans, and deans.

The WSU Director of Assessment and University Assessment Council members provided numerous individual and group consultations, informational meetings, and responses to email and phone questions throughout AY16-17.

AGGREGATED RESULTS FOR PG12:

Numerous opportunities for professional development were offered on campus and in different formats. Attendance at workshops, however, was very low, suggesting a need to identify a more attractive or accessible approach to engaging faculty, staff, and students.

ACTION PLAN and TIMELINE FOR IMPLEMENTATION

No new actions were identified for LOs 1, 6, and 8 (*best practices in writing results, action plans and closing the loop*), or for PGs 9 (*assessment valued*) and 10 (*met documentation requirements*) because targets were met or exceeded for each, or data was not available due to the survey response rate.

For LOs 2, 3, 4, 5, and 8, and PG 11 (details below), Table 19 specifies the actions to be taken in response to the assessment data reported, the timeline for implementing those actions, and the parties responsible for doing so.

Table 10. WSU Assessment action plan, timeline, and responsibilities

<u>ACTION PLAN ITEM</u>	<u>TIMELINE for IMPLEMENTATION and RESPONSIBLE PARTIES</u>
All learning outcomes: Investigate possible impediments to or conflicts with the campus-wide assessment survey administration in Fall 2018 to ensure a higher response rate.	Planning through September 2018 <i>WSU Director of Assessment and University Assessment Council</i>
LOs 2 (Mission statements), 3 (Learning outcomes), 4 (Curriculum maps), 5 (Methods), and 8 (Timeline) had lower quality ratings than last year	
Continue scheduling rubric report meetings with program representatives to provide individualized, concrete feedback on best practices in assessment.	As soon as possible in Fall 2017 <i>WSU Director of Assessment and University Assessment Council</i>
PG11: WSU faculty and staff from academic and co-curricular programs expand the number of individuals engaging in program assessment.	

Plan Assessment Week events for AY17-18 to build engagement and communicate that assessment is ongoing for our students' and programs' benefit; HLC accreditation should not be the primary driver.	Planning through September 2017, Assessment Week in October 2017 <i>WSU Director of Assessment and University Assessment Council</i>
Support conference proposals related to assessment work	IUPUI Assessment Institute proposals due June 2017; ongoing for other conference opportunities <i>WSU Director of Assessment</i>
Carry out a listening tour to meet with assessment committees, faculty, staff, and administrators to get feedback on needs and to offer support	Fall 2017 <i>WSU Director of Assessment</i>
Provide support (for proposal writing, request financial support) for conference attendance related to assessment	Summer 2017 <i>WSU Director of Assessment</i>

REPORTING TO STAKEHOLDERS

This report, will be publicly available online at <http://wayne.edu/assessment/document/>. It will also be sent to the provost and deans.

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