

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 informs improvements in the following year.

2022-2023 Assessment Report for WSU Assessment

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EXECUTIVE SUMMARY

The 2022-2023 academic year (AY22-23) was the ninth year in which an institutional assessment of the state of assessment was carried out. The foundations of this work contributed to Wayne State University receiving the [2020 Excellence in Assessment Designation](#), a national award sponsored by the APLU, AAC&U and NILOA to recognize robust, effective use of good assessment practices across an institution. In addition, in the 2021 Higher Learning Commission Assurance Review, reviewers gave Wayne State the highest possible score (“met”) on criterion 4, which includes our assessment practices.

Closing the loop on last year’s action plans

During the AY22-23 cycle, the AY20-22 action plan was fully implemented, including:

- changes to communications, report frequency, and the Student Services assessment plan template
 - Completion rates among Student Services programs increased from 57% in AY21-22 to 85% in AY22-23 with the new assessment plan template and in the context of multiple structural reorganizations.
 - Overall completion rates also increased with customized, less frequent reporting
- updated training for University Assessment Council members to improve interrater reliability on the annual assessment practices review.
 - Agreement across reviewers improved on six items (learning outcomes/goals, curriculum map, results, action plans, timelines, overall) and decreased on two (mission, methods).
- implementation of new items in Planning to track possible cases of closing the loop and to encourage programs to actively seek feedback from with program stakeholders about assessment processes, practices, and results.
 - Benchmarks established.

Current year’s assessments and results

For the AY22-23 cycles, the director of assessment and the University Assessment Council implemented assessments for seven outcomes and two program goals related to assessment quantity, quality, and engagement. Data sources included:

- the review of 34 strategically and randomly selected assessment plans using the assessment practices feedback rubric
- participation (on assessment committees, as assessment coordinators, in the assessment grant process, in the scholarship of assessment, at assessment workshops, meetings, events, or consultations) by a total of 793 (non-unique) individuals, approximately 22% of whom were new participants.

Target levels of improvement were fully met for six outcomes and one goal, and partially met for one outcome and one goal. This was the first assessment for the final outcome, setting a benchmark for future years.

Figure A provides a snapshot of the overall quantity and quality of assessment planning. The average overall quality dropped in AY22-23 due in great part to missing sections in 59% of reviewed assessment plans (Figure A), but the quality of individual submitted sections was sustained or improved (Figure B).

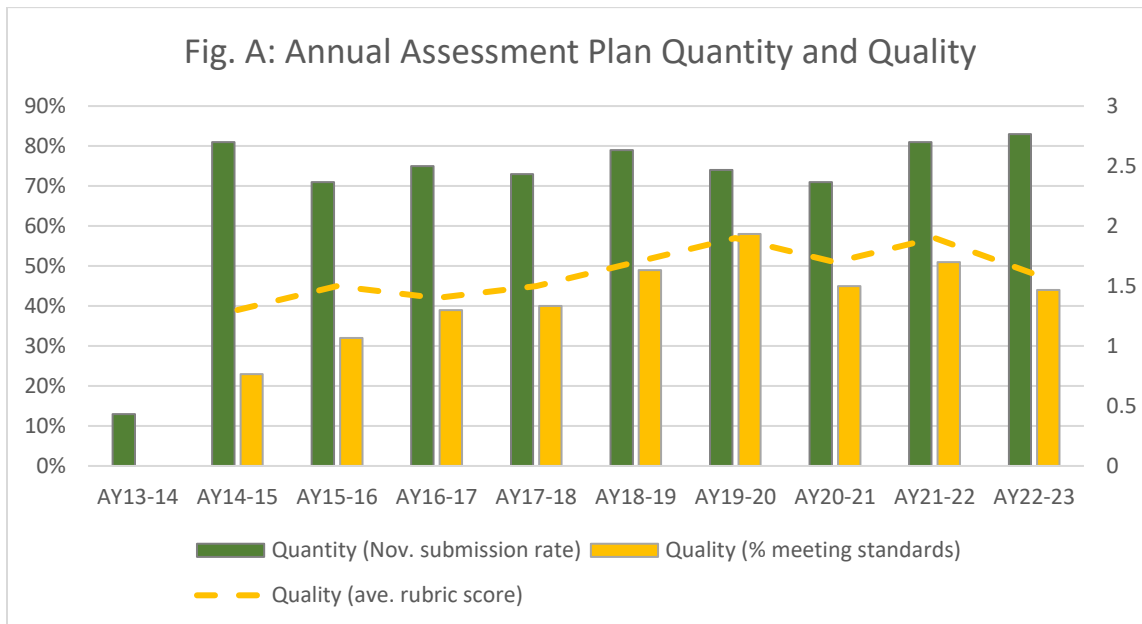
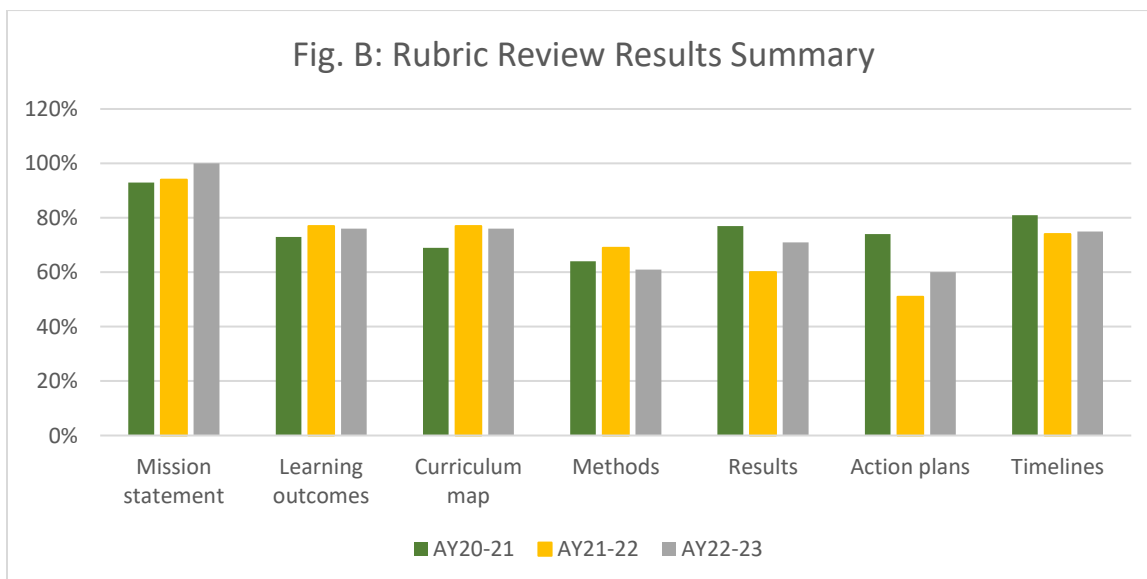


Figure B disaggregates the quality measures by assessment plan element and reports the percent of reviewed programs meeting or exceeding standards over a three-year period. The quality of mission statements, results, action plans, and timelines has improved, but learning outcomes, curriculum maps, methods, and action plans declines slightly. Interrater reliability improved over the previous year due to changes in reviewer training.



Participation in assessment is a second major focus of this report. Overall participation in live assessment events increased in AY22-23, although the number of new individuals engaging in assessment did not.

To further expand WSU’s quantity and quality of assessment practices and participation in assessment, the director of assessment will continue offering numerous trainings, consultations, individualized feedback, and online materials as professional development to assessment practitioners across campus, with supplemental support and outreach from University Assessment Council representatives.

As an additional development strategy, the Office of the Provost funded two programs’ projects to improve their assessment practices and promote good assessment efforts across campus. Programs’ final assessment grant reports are available on the [grant website](#).

Assessment in the General Education program continued to develop in 2022-2023. To support the process, the Office of the Provost funded eight Gen Ed fellows as leaders and liaisons to ensure quality data and instructor engagement. The fellows also served on the General Education Oversight Committee’s (GEOC) assessment subcommittee, led by the director of assessment. The subcommittee offered numerous workshops to help instructors understand the goals and process of Gen Ed assessment, posted annotated sample assignments as examples for instructors, revised rubrics for CIV and NSI courses, provided reports to CI and GL instructors, and supported data collection in BC, IC, and OC courses. The subcommittee also maintains a Canvas training course for instructors; over 160 instructors have self-enrolled. At the assessment subcommittee’s request, Institutional Research delivered [institutional reports](#) to the GEOC and individual reports of results to instructors in the designations assessed in 2021-2022.

New and ongoing efforts to support assessment in AY22-23:

New	Ongoing
<ul style="list-style-type: none"> • New categorization of the Student Services programs in response to the Higher Learning Commission’s 2020 guidance on co-curricular programs, which led to new or revised assessment plan templates and reporting timelines for some of the subgroups to better meet their assessment goals and office workflow. • New documentation and training to support users adopting the new and revised assessment plan templates for the Student Services programs. • Piloting of new or revised assessment plan items to encourage all programs to close the loop and actively engage stakeholders in their assessments in place of passive reporting. • Customization of messaging to chairs and assessment coordinators to encourage 	<ul style="list-style-type: none"> • Updating and promoting the institutional timeline for the program assessment cycle • Outreach to faculty, staff, and administrative groups at the university, college, and department levels • Strategic planning and outreach through the University Assessment Council • Delivery of structured faculty and staff workshops on program assessment to complement the work of the Office for Teaching and Learning • Professional development resources on the WSU Assessment website • Annual reviews of a sample of programs’ assessment plans with

<p>ongoing assessment efforts throughout the annual cycle and recognition of assessment leaders.</p> <ul style="list-style-type: none"> • Active dissemination of the results of the Survey of Warrior Engagement and Educational Transformation (SWEET) to model survey data interpretation and data use in program improvement efforts. • In-person drop-in assessment support hours ahead of key deadlines. 	<p>individual follow-up meetings to provide support to program faculty and staff</p> <ul style="list-style-type: none"> • Standardized periodic reporting of assessment plan documentation to the Provost’s office, deans, chairs, assessment coordinators, and University Assessment Council members, and presented as relevant to other groups • Implementation of all phases of General Education program assessment (planning, data collection, analysis/reporting, and implementation) in accordance with the Gen Ed assessment timeline.
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For 2023-2024, the WSU director of assessment and the University Assessment Council will continue providing individualized feedback and other professional development opportunities, proactively encouraging early data collection, and collaborating with the Office for Teaching and Learning and the General Education Oversight Committee to offer workshops related to assessment. We will also work to engage more individuals in assessment through leadership support and affinity group outreach.

AY22-23 ASSESSMENT REPORT FOR WSU ASSESSMENT

NEW ASSESSMENT EFFORTS:

1. New categorization of the Student Services programs in response to the Higher Learning Commission's 2020 guidance on co-curricular programs, which led to new or revised assessment plan templates and reporting timelines for some of the subgroups to better meet their assessment goals and office workflow.
2. New documentation and training to support users adopting the new and revised assessment plan templates for the Student Services programs.
3. Piloting of new or revised assessment plan items to encourage all programs to close the loop and actively engage stakeholders in their assessments in place of passive reporting.
4. Customization of messaging to chairs and assessment coordinators to encourage ongoing assessment efforts throughout the annual cycle and recognition of assessment leaders.
5. Active dissemination of the results of the Survey of Warrior Engagement and Educational Transformation (SWEET) to model survey data interpretation and data use in program improvement efforts.
6. In-person drop-in assessment support hours ahead of key deadlines.

CONTINUING ASSESSMENT EFFORTS:

1. Updating and promoting the institutional timeline for the program assessment cycle
2. Outreach to faculty, staff, and administrative groups at the university, college, and department levels
3. Strategic planning and outreach through the [University Assessment Council](#)
4. Delivery of structured faculty and staff workshops on program assessment to complement the work of the Office for Teaching and Learning
5. Professional development resources on the [WSU Assessment website](#)
6. Annual reviews of a sample of programs' assessment plans with individual follow-up meetings to provide support to program faculty and staff
7. Standardized periodic reporting of assessment plan documentation to the Provost's office, deans, chairs, assessment coordinators, and University Assessment Council members, and presented as relevant to other groups
8. Implementation of all phases of General Education program assessment (planning, data collection, analysis/reporting, and implementation) in accordance with the [Gen Ed assessment timeline](#).

The remainder of this report summarizes the assessment plan for WSU assessment, its results, and action plan for AY22-23.

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. The office encourages stakeholders' engagement by:

- offering professional development opportunities in program assessment, such as workshops, group and individual consultations, training videos, presentations, peer forums, 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 <http://wayne.edu/assessment>
- 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
- identifying funding sources to support good assessment practices and related scholarship

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](#).

Supporting activities

In 2022-2023, efforts at fulfilling WSU Assessment's mission included a variety of professional development activities, including:

- university- and department-level assessment workshops, information meetings, committee meetings, and other events
- synchronous and asynchronous individual consultations
- assessment practices review meetings with programs
- updated professional development materials on the WSU Assessment website

(See the section below on program goal (PG) 11 for details.)

The director of assessment has an intensive role in assessment of the General Education (Gen Ed) program that provides opportunities for professional development at each phase of the cycle as well. The director leads the General Education Oversight Committee's Assessment Subcommittee and manages the General Education Fellows program. In 2022-2023, the subcommittee completed multiple phases of the assessment cycle for the eleven Gen Ed designations:

- Basic Composition (BC), Intermediate Composition (IC), and Oral Communication (OC): data collection (in collaboration with Canvas Administration); reporting (in collaboration with Institutional Research)
- Civic Literacy (CIV), Natural Scientific Inquiry (NSI): implementation of past action plans

- Cultural Inquiry (CI), Global Learning (GL): data collection; reporting; instructor engagement in action planning
- Diversity, Equity, and Inclusion (DEI), Quantitative Experience (QE): revision and piloting of the learning outcomes and rubrics

Director of Assessment's committee participation

The director's role at committee meetings is to provide assessment expertise to support each committee's charge.

- University Assessment Council (UAC) (chair)
- General Education Oversight Committee (GEOC)
 - GEOC Assessment Subcommittee
- SWEET (Survey of Warrior Educational Engagement and Transformation) leadership team
- Institutional Effectiveness/Academic Programs' Higher Learning Commission accreditation team
- Council of Undergraduate Administrators (CUA)
- Excellence in Academic Advising in the Urban Environment (EAA) steering committee

Dissemination of information

- Progress reports of assessment documentation submitted by each program regularly sent to the provost, deans, chairs, other unit supervisors, the University Assessment Council, and programs' assessment coordinators.
 - Outreach expanded to include customized messaging for chairs, and assessment coordinators.
- "Assessment conversation calendar" outreach to assessment coordinators encourages ongoing assessment discussions and planning.
- Outreach to assessment coordinators regarding available resources, professional development opportunities, and progress in assessment plan documentation.
- Monthly meetings of the University Assessment Council, whose representatives communicate information to their respective units
 - School/college assessment committees make council information available at the departmental level.
- Campus-wide emails and event postings announcing assessment-related professional development opportunities and deadlines

Recognition of individuals and programs

- Faculty recognition section on the WSU assessment website for scholarly publication or presentation of assessment work (<http://wayne.edu/assessment/showcase/>)
- Individualized thank-you letters from the provost to assessment leaders
- Recognition of individuals' efforts included in cover messages sent with reports to supervisors, many of which elicited secondary recognition from those supervisors

Facilitating feedback processes

- University Assessment Council members conducted the annual review of a 10% random sample of assessment plans from across campus to provide feedback to approximately 35 programs each year regarding best practices in assessment. Corresponding reports were shared with program representatives in individual meetings to discuss the results of the review and provide support for improving assessment practices.

Funding to support good assessment practices and related scholarship

WSU Assessment Grant Program

- The 2021 grant recipients completed their projects and participated in a public panel hosted by the provost's office to discuss their work, the benefits of the grant program, and the impact of improving their assessment practices. (Panel videos and final reports are posted on the [grant website](#).)
- The 2022 grant recipients completed their projects and submitted their final reports, which will be posted to the Assessment website in Winter 2024.
- Proposals for the 2023 grant cycle were reviewed. [Two grants](#) were awarded for projects to be carried out in 2023-2024.

Funding for the Scholarship of Assessment

- Although the provost again allocated travel funds for faculty and staff giving presentations at professional scholarly conferences on learning outcomes assessment, no requests for funds were submitted.

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. Assessment methods and results are summarized in Table 1. Data sources included assessment plan rubric scores, participation data, or both. Details of the methods and results are provided in the remainder of this report.

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

LEARNING OUTCOMES and PROGRAM GOALS:	ASSESSMENT METHODS		RESULTS
	Rubric scores	Participation data	Target met?
WSU faculty and staff from academic and co-curricular programs:			
LO1. identify the program assessment cycle's stages, purposes, and benefits.	NA	NA	NA
LO2. compose mission statements that reflect best practices	✓	✓	Met
LO3. compose learning outcomes that reflect best practices.	✓	✓	Met
LO4. accurately and clearly represent the development of student learning outcomes in a curriculum map	✓	✓	Met
LO5. select sustainable assessment methods that provide useful data for understanding whether their stakeholders are achieving their program's learning outcomes.	✓	✓	Met
LO6. use their assessment data to make logical decisions about what to retain or change in their program.	✓	✓	Met
LO7. carry out their data-driven decisions to improve their program.	✓	✓	Partially met
LO8. close the loop by re-assessing whether their improvements efforts had the desired effect.	NA	✓	Benchmarking year
PG9. believe that program assessment efforts are valued.	NA	NA	NA
PG10. meet annual assessment plan documentation requirements.	NA	✓	Met
PG11. expand the number of individuals engaging in program assessment.	NA	✓	Partially met
PG12. receive professional development opportunities.	NA	✓	Met

ASSESSMENT METHODS

The outcomes and goals were assessed through two methods:

1. Assessment practices rubric scores:

The WSU Director of Assessment selected 34 assessment plans from the list of programs in June 2023 using two approaches:

1. Academic programs at the mid-point of their Academic Program Review (APR) or specialized accreditation cycle were included.
2. Programs chosen randomly using a random number generator were added to reach a 10% sample.

Programs reviewed in previous years were excluded from selection in order to broaden the range of faculty and departments involved in the process.

After an intensive training and norming process, UAC members and additional volunteers applied a [rubric](#) 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 (3 pts)*, *Meets standards (2 pts)*, and *Needs development (1 pt)*. The section scores reflect only sections that programs had submitted by the review date. If a program did not submit a section, reviewers marked it as *Not submitted*.

A summary score using the same scale reflects the quality of the overall assessment plan when all sections are considered together. Note that it is not a mathematical average of the scores from other sections. Unlike the individual section scores, the overall score is negatively affected by sections that programs did not submit by the review date.

NB: In AY22-23, 59% of reviewed programs were missing one or more sections, likely due to conducting the review a month earlier than usual as a consequence of conflicting responsibilities in July 2023.

Target rubric scores:

The long-term benchmark for success is an average >2.4 on a scale of 0 to 3, where 2 meets standards and 3 reflects best practices. If a section has not reached that benchmark yet, the year-to-year target is for the average score to meet or exceed the previous year's score.

CLOSING THE LOOP ON PAST RUBRIC SCORES:

Several decisions related to the assessment plan review process were implemented in AY22-23 in response to previous two years' results:

- To highlight alignments between program assessment documentation and specialized accreditation requirements and help programs streamline workload, three actions have occurred:
 - The Director of Assessment provided individual consultations to interested accredited programs.
 - The director also coordinated with the new associate director for Academic Program Review and Accreditation, who launched a community of practice for accredited programs that has discussed such alignments.
 - Two staff members presented at the Student Learning Assessment in Michigan symposium on how Law and Pharmacy Practice align assessment and accreditation efforts. The virtual symposium was free and attended by several WSU colleagues.
- To ensure a common understanding of good practices, which in turn enhances the ability to support programs, University Assessment Council representatives participated in training during regularly scheduled meetings. The completed hands-on practice reviewing and giving constructive feedback on key sections of assessment plans.
- To better align with Student Services' assessment practices and to update them in keeping with the 2020 HLC guidance on co-curricular programs, the Director of Assessment consulted with programs' representatives and revised the assessment plan template based on their feedback. The revised templates for Co-curricular, Student Support, and Enrollment Support programs launched in Fall 2023.
 - Completion rates among Student Services programs increased from 57% in AY21-22 to 85% in AY22-23 with the new assessment plan template and in the context of several reorganizations of these units.
- To increase awareness among chairs and assessment coordinators of good assessment practices, the Director of Assessment personalized communications to include links to timely resources associated with each unit's or program's assessment documentation as the annual cycle progressed. In addition, the Director reduced the frequency of progress reports to unit leaders, instead interspersing them with outreach to program representatives. Messages were timed at key points in the cycle and with different subject lines to increase recipients' attention to the messages.
- To address the lack of data for closing the loop, the Director of Assessment added and revised items in *Planning* after consulting with users, to encourage programs to close the loop and to allow tracking of those efforts. A new Method History item asks programs to indicate whether each current method has been used before is whether it is new or revised. This indicator will allow the Director to identify possible cases of closing the loop for further review.
 - For 6% of re-used measures, programs reported comparisons of results across years.
- In response to ongoing conversations about best practices, the Director of Assessment added a Stakeholder Engagement item in *Planning* to encourage programs to move from passively reporting on their assessment activities to actively engaging stakeholders in discussions about them. The first two sections, Stakeholder Groups and Engagement Plan, were piloted in AY22-23 and will be required for the first time in AY23-24. A third section, Stakeholder Feedback, will be piloted in AY23-24 and will be required starting in AY24-25.

2. Participation data:

- **Assessment plan submission rate:** The percentage of required assessment plan documentation submitted to Planning each year
- **Participation in assessment:** The (new and total) number of:
 - Assessment coordinators
 - Assessment grant collaborators and reviewers
 - Attendees at the assessment grant panel
 - Assessment conference presenters
 - Recognition recipients/participants
 - Participants in live professional development events

Target participation scores:

- **Assessment plan submission rate:** The long-term benchmark for success is an average >84% completion. If a section has not reached that benchmark yet, the year-to-year target is a percentage that meets or exceeds the previous year's percentage.
- **Participation in assessment:** The target is for the current year's rate for new and total participants to meet or exceed the previous year's rate.

CLOSING THE LOOP ON PAST YEARS' PARTICIPATION:

To increase participation, University Assessment Council members supplemented university-wide messaging with personalized follow-ups to key individuals. The director of assessment and the provost communicated the importance of proactive planning throughout the year to deans and chairs to encourage programs to work on assessment in stages rather than only at the end of the year. A data-informed example of the impact on General Education assessment of dean's messaging to chairs and instructors inspired increased communication about program assessment within units and resulted in the highest participation rate in several years. (See details by learning outcome and program goal below.)

ASSESSMENT RESULTS

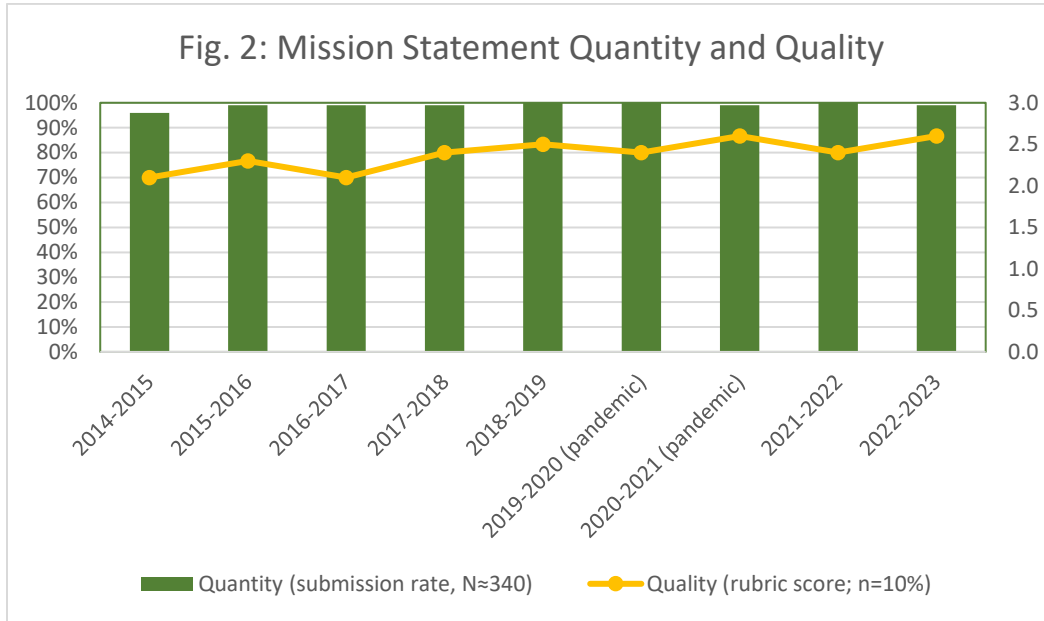
LO1: WSU faculty and staff from academic and co-curricular programs identify the program assessment cycle's stages, purposes, and benefits.

No data for this outcome were collected for 2022-2023

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

DATA SOURCES: Rubric scores, Participation data

Submission rate and Rubric scores: Mission statement section (See Figure 1.)



SUMMARY OF RESULTS FOR LO2:

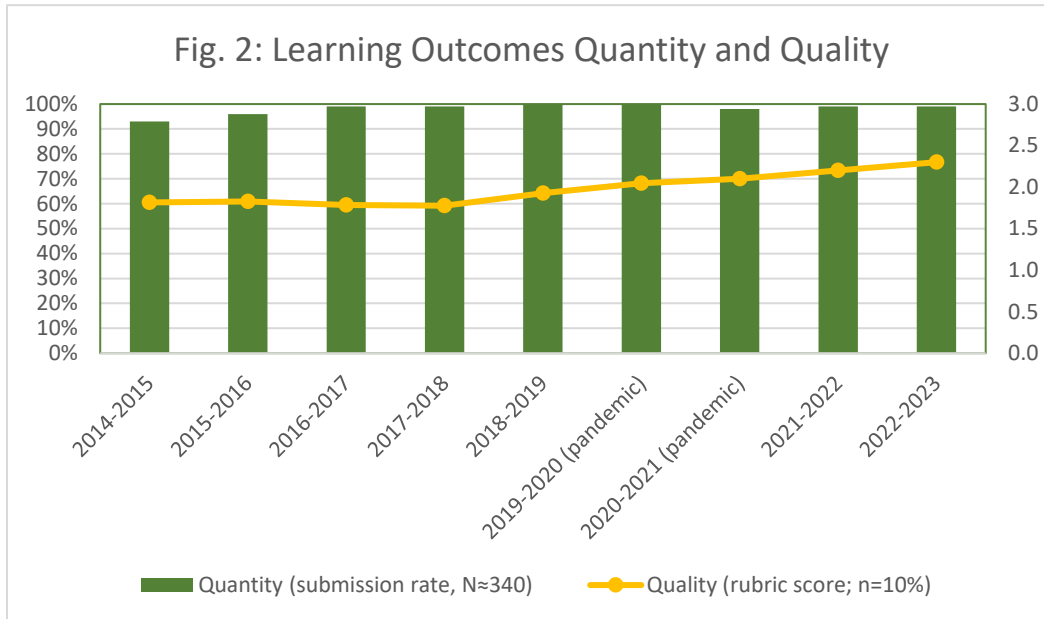
The submission rate for mission statements submitted in AY22-23 was above the 85% target. The average rubric score increased from 2.4 in in AY21-22 to 2.6 in AY22-23, meeting the quality target.

The target level was met for quantity and quality for this outcome.

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

DATA SOURCES: Rubric scores, Participation data

Submission rate and Rubric scores: Learning outcomes section (See Figure 2.)



SUMMARY OF RESULTS FOR LO3:

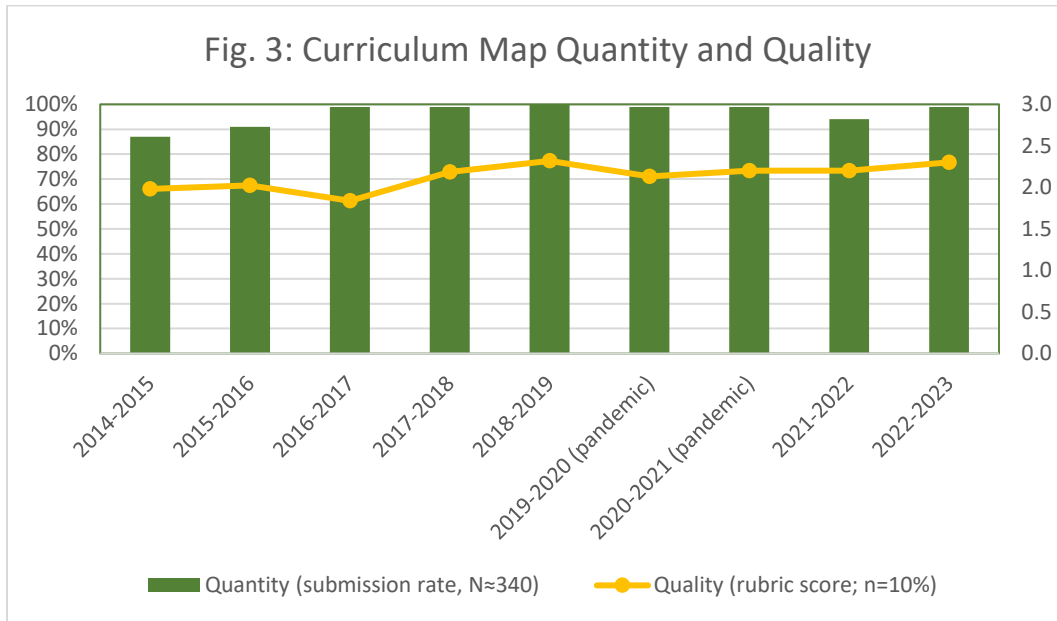
The submission rate for learning outcomes submitted in AY22-23 was above the 85% target, and the average rubric score increased from 2.2 in AY21-22 to 2.3 IN ay22-23, meeting the short-term quality improvement target.

Target levels were met for both quantity and quality for this outcome.

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

Submission rate and Rubric scores: Curriculum maps (See Figure 3.)



Co-curricular/student services programs are not required to submit curriculum maps. As such this graph only represents performance in academic programs.

SUMMARY OF RESULTS FOR LO4:

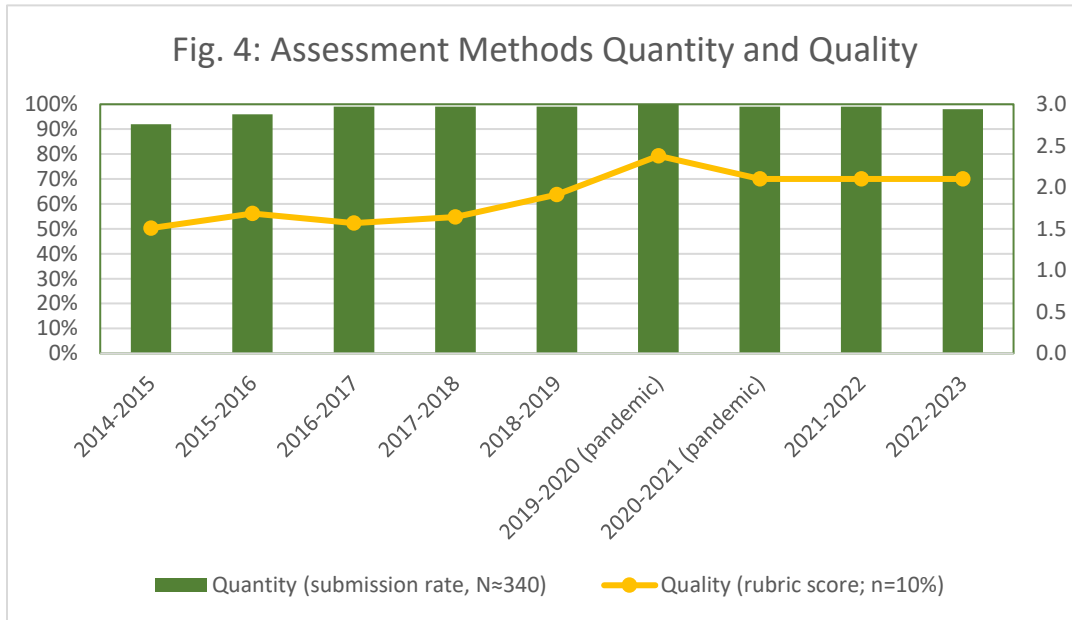
The submission rate for curriculum maps remained above the 85% target in AY22-23. The average rubric score increased from 2.2 in AY21-22 to 2.3 in AY22-23, meeting the short-term improvement target.

Target levels were met for both quantity and quality for this outcome.

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, WSU Program Assessment Grants

Submission rate and Rubric scores: Assessment method section (See Figure 4.)



SUMMARY OF RESULTS FOR LO5:

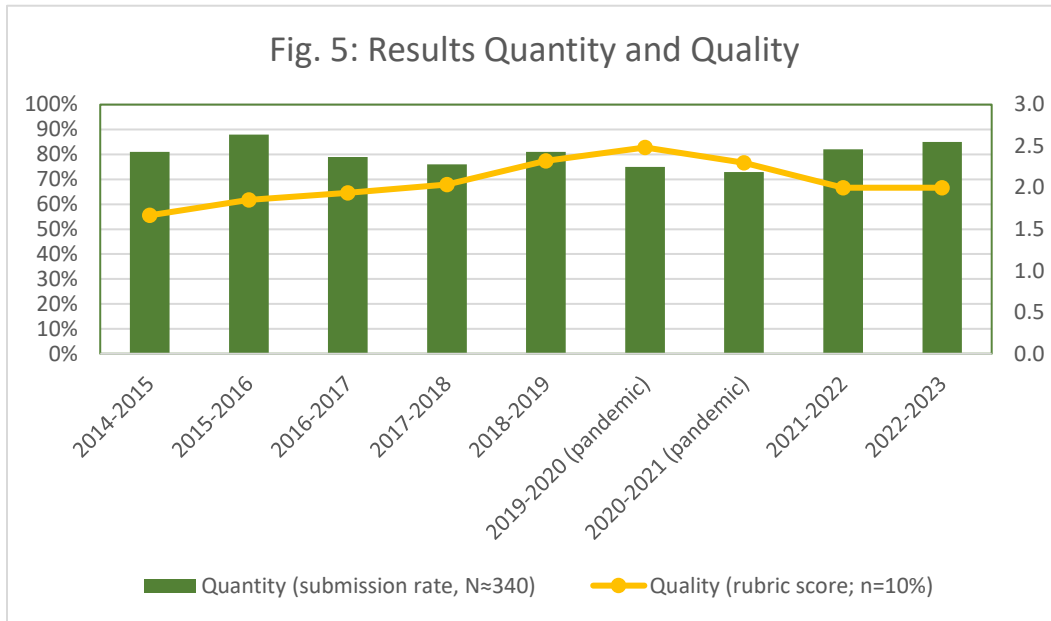
The submission rate for assessment methods remained above the 85% target, and the rubric score held steady at 2.4 in AY22-23, meeting the short-term quality target.

The target level was met for quantity and quality for this outcome.

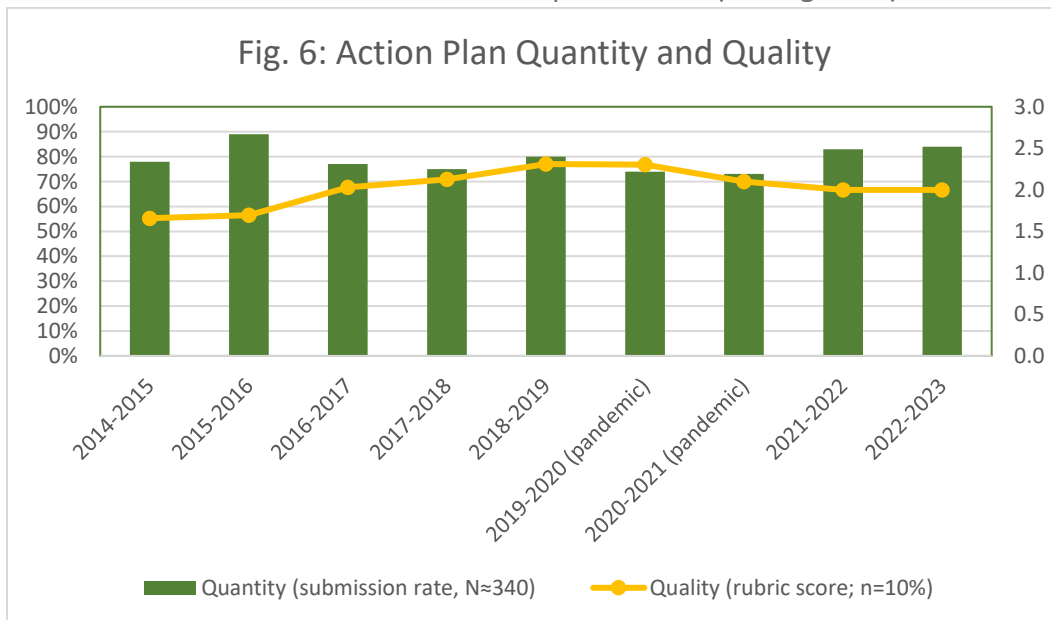
LO6: WSU faculty and staff from academic and co-curricular programs use their assessment data to make logical decisions about what to retain or change in their program.

DATA SOURCES: Rubric scores, Participation data

Submission rate and Rubric scores: Results section (See Figure 5.)



Submission rate and Rubric scores: Action plan section (See Figure 6.)



SUMMARY OF RESULTS FOR L06:

The submission rate for assessment results rose above the 85% target, while the rubric score held steady at 2.0 in AY22-23, meeting the short-term quality target.

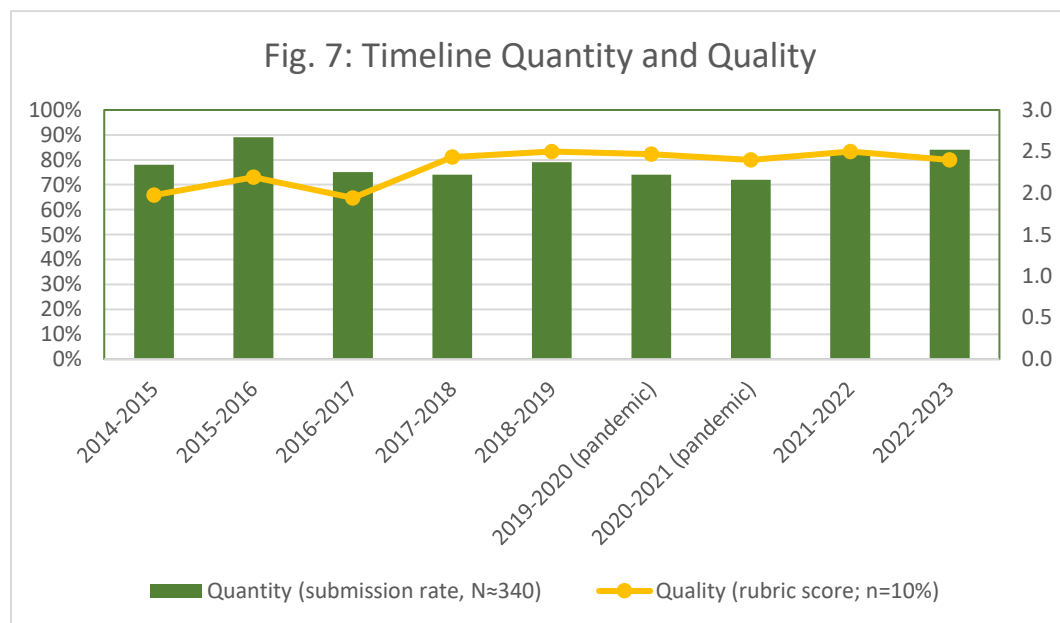
The submission rate for action plans rose from 83% to 84%, meeting the short-term target, while the rubric score held steady at 2.0 in AY22-23, meeting the short-term quality target.

The target level was met for quantity and quality for this outcome.

L07: 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

Submission rates and Rubric scores: Timeline for implementation section (See Figure 7.)



SUMMARY OF RESULTS FOR L07:

The submission rate for timelines rose from 82% to 84%, meeting the short-term target, while the rubric score dropped from 2.5 in AY21-22 to 2.4 in AY22-23, falling below the quality target.

The target was met for quantity but not quality 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: Participation data

A new data point, the “Method History,” was required and is reported for the first time in AY22-23.

In AY22-23, 91% of programs indicated whether they were re-assessing a goal or outcome using the same method as in a previous year. Of those programs, 79% used methods that they had used in a previous year, indicating an opportunity to close the loop. Of those re-used methods, 6% reported a comparison between the current year’s results and at least one past year’s results.

This 6% sets a benchmark from which to grow in future years.

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

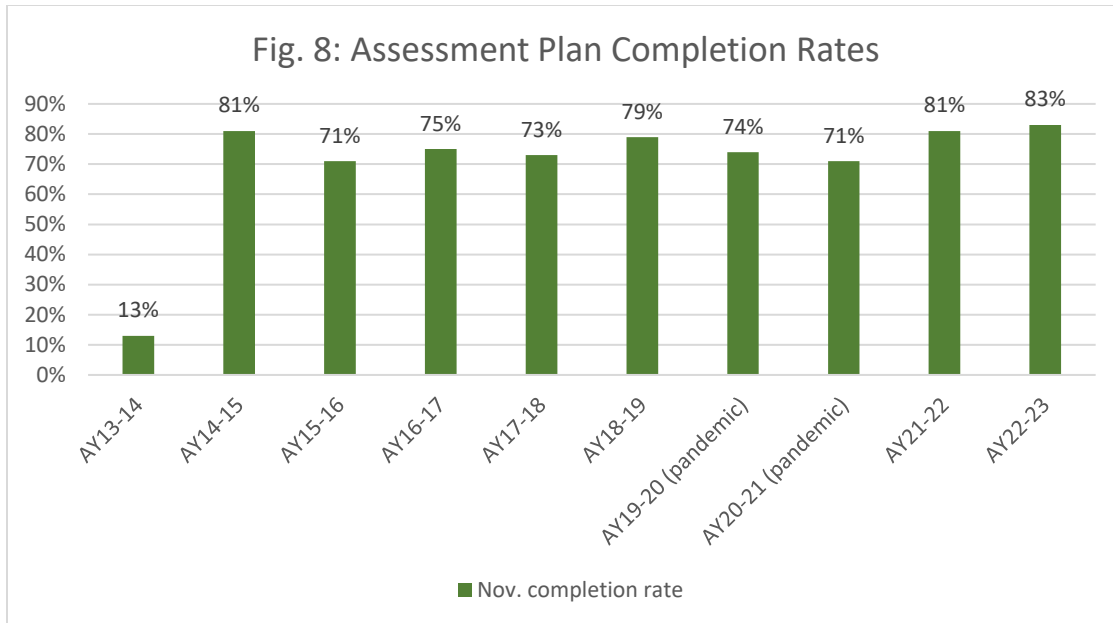
No data for this goal were collected for 2020-2022.

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

DATA SOURCE: Participation data

Participation data: Assessment plan completion report

Reports downloaded from Planning provide evidence of the number of programs that articulated their mission statements, learning outcomes, curriculum maps, assessment methods, action plans, and implementation timelines, although the reports cannot indicate the quality of these items. Figure 8 compares overall completion rates in November each year since 2013-2014, the first year that programs had access to Compliance Assist, the forerunner of Planning. Figure 8 complements the submission rate information for learning outcomes 2 through 7 above.



SUMMARY OF RESULTS FOR PG10:

AY22-23 saw ongoing, concerted outreach from the provost and deans and customized messaging and reporting from the Director of Assessment to chairs, directors, and assessment coordinators. The overall completion rate increased in AY22-23.

The target level was met for this goal.

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

DATA SOURCE: Participation data

For the period of 8/16/2022 through 8/15/2023, participation in assessment is evidenced through a variety of counts, including the number of individuals participating in assessment events, scholarship, the WSU Program Assessment Grant program, and unit-level assessment roles. Figure 9 introduces the section with a historical overview of participation. Additional details about specific types of participation follow.

Historical overview

Figure 9 provides a historical view of participation in assessment. Note that 2017-2018 included a one-time increase due to a special four-day event, Assessment Week. The 2019-2021 years are also unique in the introduction of extensive General Education assessment training plus adjustments for the Covid-19 pandemic.

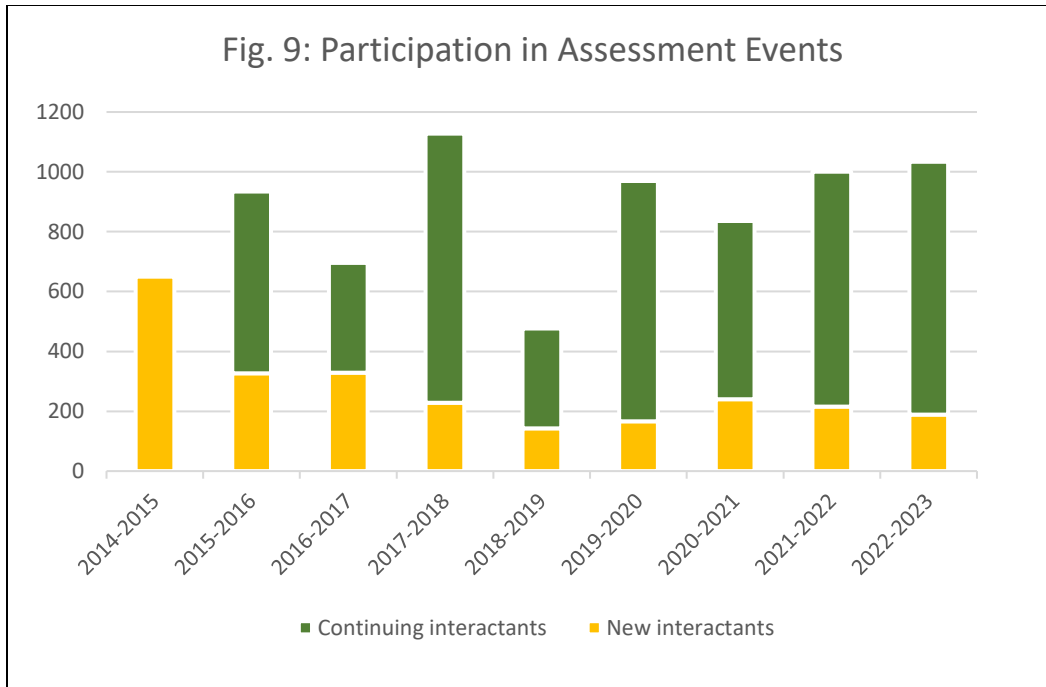


Table 2 provides details regarding the participants represented in Figure 9.

Table 2. Participant Groups

Total vs. new participants	AY21-22 (number of individuals) (NB: pandemic limited events)	AY22-23 (number of individuals)	Target met? (Match or increase)
1. Participant groups			
a. Assessment coordinators	226	239	yes
b. Assessment grant collaborators and reviewers	69	17	no
c. Attendees at the assessment grant panel	48	26	no
d. Assessment conference presenters	10	8	no
e. Recognition recipients/participants	96	169	yes
f. Participants in live professional development events (See PG12 for details.)	552	601	yes
Total participation	1001	1034	yes
2. New participants (subset of total)			
	216	189	no

SUMMARY OF RESULTS FOR PG11:

Overall participation in AY22-23 exceeded AY21-22 participation, but the number of new participants did not.

The target was partially met.

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

DATA SOURCES: Participation data

Participation data (See Tables 3 and 4.)

Table 3 provides a count of the primary types of professional development events offered to support faculty and staff. The balance of offerings changes each year. Note that additional professional development was provided through extensive email and chat interactions as well.

Table 3. Professional Development Offerings (Number of events)

Professional development formats	AY21-22 events	AY22-23 events	Target met? (Match or increase)
University-level assessment workshops, information meetings, and events	47	30	no
Synchronous individual consultations	152	175	yes
Meetings of committees discussing assessment activities	49	63	yes

Table 4 provides details on the participation rates in the primary professional development activities in Table 3.

Table 4. Engagement in Professional Development (Number of participants)

Professional development formats	AY21-22 (number of participants)	AY22-23 (number of participants)	Target met? (Match or increase)
University-level assessment workshops, information meetings, and events	322	335	yes
Synchronous individual consultations	230	266	yes
Meetings of committees discussing assessment activities	not tracked	115	NA

SUMMARY OF RESULTS FOR PG12:

Faculty and staff received and participated in a variety of professional development opportunities that offer different modes of delivery, engage a large number of stakeholders, and accommodate different group sizes, timing, and needs. Despite offering fewer university-level professional development events, overall participation rates increased, meeting the target for this program goal.

The target was met.

ACTION PLAN AND TIMELINE FOR IMPLEMENTATION

Ongoing assessment activities will be sustained, such as professional development events, recognition events, and promotion of the scholarship of assessment.

Table 5 specifies the actions to be taken to improve assessment practices in AY23-24.

Table 5. WSU Assessment action plan, timeline, and responsibilities

ACTION PLAN ITEM	TIMELINE for IMPLEMENTATION and RESPONSIBLE PARTIES
<p>PG 11: Expand the number of individuals engaging in program assessment</p> <ul style="list-style-type: none">Facilitate an assessment buddy system, starting with interested University Assessment Council members, then expanding to affinity groups.Investigate the possibility of adding an assessment component to the Academy of Teachers' conference.Request visible/audible support from key unit leaders for assessment.	<ul style="list-style-type: none">The senior director of assessment will arrange initial meetings for interested UAC members and new coordinators in Fall 2023.The OTL representatives to the UAC will contact the AoT to inquire about the conference and collaborating in Fall 2023.The senior director of assessment will request time on the Council of Deans and the Chair Chat agendas to request their help.

STAKEHOLDER ENGAGEMENT

This report will be publicly available online at <https://wayne.edu/assessment/>. The University Assessment Council, which represents all participating divisions on campus, will discuss key findings in their home units. The director of assessment will gather feedback from Student Support and Enrollment Support programs regarding the new templates.

UNIVERSITY ASSESSMENT COUNCIL MEMBERS IN 2022-2023

Chairs:

Darin Ellis
Associate VP/Associate Provost

Cathy Barrette
WSU Director of Assessment

<p>Business Bertie Greer LaCema Womack</p> <p>Education Tami Augustine LaSondra Dawn</p> <p>Engineering Leslie Monplaisir</p> <p>Fine, Performing, and Communication Arts Kelly Driscoll Loraleigh Keashley</p> <p>Graduate School Todd Leff</p> <p>Honors Beth Fowler Kevin Rashid</p>	<p>Information Science and University Libraries Paul Beavers Rachael Clark Kim Schroeder Dian Walster</p> <p>Law Rachel Settlage Michelle Taylor</p> <p>Liberal Arts and Sciences Lori Pile</p> <p>Medicine Jason Booza George Brush Tia Finney Dan Walz</p> <p>Nursing Ramona Benkert Erik Carter Leanne Nantais-Smith April Vallerand</p>	<p>Office for Teaching and Learning Carly Overfelt Tonya Whitehead</p> <p>Office of the Provost Shawntae Harris-Mintline</p> <p>Pharmacy and Health Sciences Mark Evely Justine Gortney Heather Sandlin</p> <p>Social Work Neva Nahan Debra Patterson</p> <p>Student Senate Veronica Fahmi</p> <p>Student Services Amy Cooper Veronica Killebrew</p>
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