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 drives improvements in the following year.

2018-2019 Assessment Plan Report for WSU Assessment

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EXECUTIVE SUMMARY

The 2018-2019 academic year (AY18-19) was the fifth year in which an institutional assessment of the state of assessment was carried out. Most action items from the AY17-18 assessment were successfully implemented and incorporated into this year's assessment as appropriate. AY18-19 efforts and assessment results show a maturing culture of assessment with significant progress since AY14-15, including some initial progress in engaging students in assessment planning, implementation, and analysis.

Funding provided by Provost Whitfield and support from Associate Provost and Associate Vice President Ellis enabled the director of assessment, the University Assessment Council, and the General Education Oversight Committee's Assessment Subcommittee to expand activities for building assessment knowledge, skill, and participation. New and ongoing efforts this year included:

New	Ongoing
- designing and piloting an assessment method for the revised General Education program - development of General Education program assessment training strategies, including live workshops and a website with tutorials and other resources - expanded collaboration with the Office for Teaching and Learning to support good assessment practices and General Education assessment - piloting the use of Canvas for General Education assessment data collection - designing revised standardized monthly reports for greater clarity - updating Compliance Assist to Planning, an improved user interface for assessment plan documentation - a study of programs' approaches to assessment through Academic Program Review documentation - a comprehensive review of all programs' learning outcomes by the University Assessment Council	- soliciting proposals for the WSU Program Assessment Grants to improve programs' assessment practices - disbursing travel funds to support conference presentations on learning outcomes assessment - implementing strategies for recognizing programs' and individuals' assessment efforts - meeting individually with programs to provide feedback and support - updating the WSU Assessment website's tutorials, content, event listings, and good assessment examples - offering professional development workshops - supporting assessment committee structures - promoting the annual assessment timeline

For the AY18-19 assessment, the director of assessment and the University Assessment Council implemented assessments for six outcomes and three program goals. Target levels of improvement were met for four of the outcomes and all three goals, and partially met for the other two goals. Despite improvements over last year, focusing on the quality of learning outcomes as the foundation for better assessment practices remains a key action item for 2019-2020.

Data sources included:

- the review of 35 randomly selected assessment plans using the assessment plan 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, use of the WSU assessment website) by a total of 476 attendees across 240 events, interactions, and activities.

Comparing programs reviewed in AY17-18 to AY18-19, results from the rubric reviews revealed an increase in the number of programs meeting quality standards in all seven assessment plan sections this year:

Rubric Review Results Summary

Section	AY17-18	AY18-19
Mission statement	86%	94%
Learning outcomes	58%	70%
Curriculum map	71%	74%
Assessment methods	48%	56%
Results	73%	81%
Action plans	75%	83%
Timelines	74%	89%
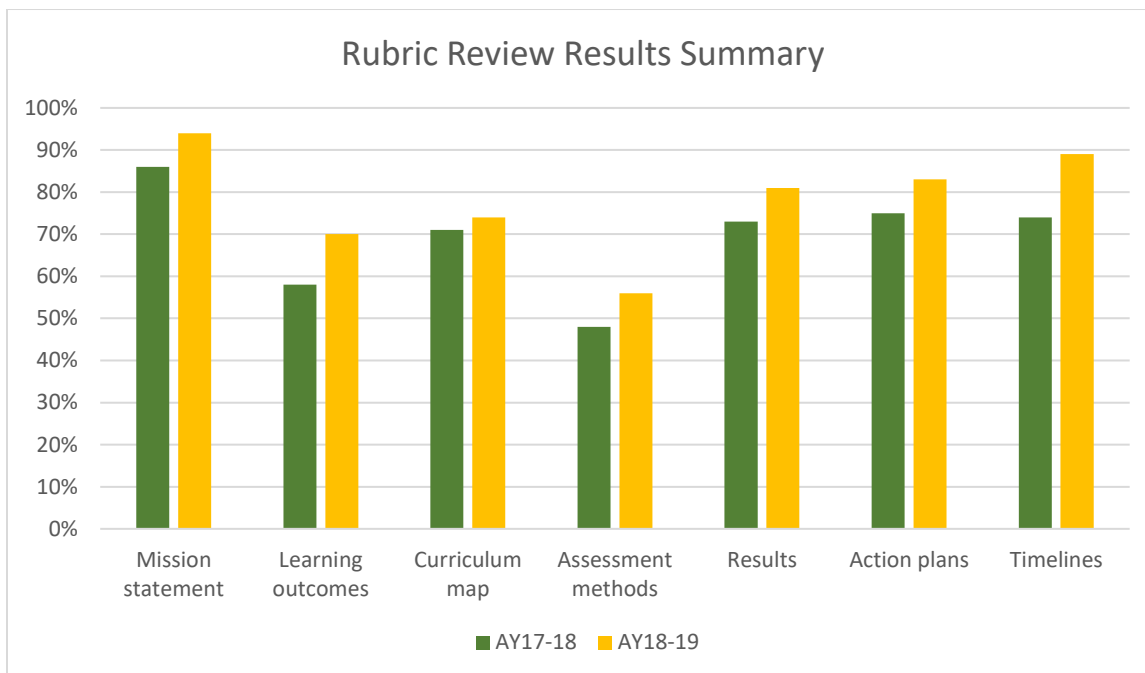
Recognition efforts continued in 2018-2019:

- Email announcements and Today@Wayne story announcing WSU Assessment Grant recipients
- 2018 Assessment Recognition Luncheon hosted by President M. Roy Wilson and Provost Keith E. Whitfield
- Posters displayed at the luncheon and later across campus and online to recognize:
  - 5 programs for a well-designed and implemented assessment that led to a clear action to improve the program
  - 5 conference presentations by WSU faculty and staff on learning outcomes assessment
  - 7 programs awarded the 2018 WSU Program Assessment Grants.
- Recognition and thank-you letters from the Provost to members of the University Assessment Council and the WSU Program Assessment Grant reviewers.
- Campus-wide announcements of and congratulations to presenters at the 2018 IUPUI Assessment Institute.

For 2019-2020, the WSU director of assessment and the University Assessment Council will continue building Wayne State's culture of assessment by 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.

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 process of setting clear goals for student learning, measuring the attainment of those goals, and improving programs based on the results of that measurement is the cycle 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
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)
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
8. Development and implementation of a plan for assessing the state of assessment at Wayne State
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
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.

Several new efforts were undertaken in 2018-2019 to continue building the culture of assessment at Wayne State:
1. design and pilot of an assessment method for the revised General Education program
2. development of General Education program assessment training strategies, including live workshops and a [website](#) with tutorials and other resources
3. expanded collaboration with the Office for Teaching and Learning to support good assessment practices and General Education assessment
4. pilot of the use of Canvas for General Education assessment data collection
5. design of revised standardized monthly reports for greater clarity
6. update of Compliance Assist to Planning, an improved user interface for assessment plan documentation
7. presentation at the Association for the Assessment of Learning in Higher Education conference of a study of programs' approaches to assessment through Academic Program Review documentation
    o Results indicated a shift from a process orientation to a focus on the impact of assessment for improving programs, more attention to longitudinal impacts, an increase in the use of data, and a shift from compliance toward strategic planning.
8. a comprehensive review of all programs' learning outcomes by the University Assessment Council

The remainder of this report summarizes the assessment plan for WSU assessment, its results, and action plan for AY19-20, indicating further growth of our culture of assessment over the last year.

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, 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.

In 2018-2019, efforts at fulfilling WSU Assessment's mission included the following activities:

Professional development opportunities
- 17 university-level assessment events open to all campus members
- 53 in-person individual consultations
- 56 phone or email consultations
- 28 rubric report meetings
- 48 meetings of committees discussing assessment activities
- 38 other unique support events, including meetings and feedback on assessment grant proposal drafts
- 852 visits by users to the dedicated professional development sections of the WSU Assessment website (assessment handbook, media, examples)

The design and piloting of a practical, systematic, direct assessment of the recently revised General Education (Gen Ed) program was a significant focus during 2018-2019. The General Education Oversight Committee's Assessment Subcommittee, of which the Director of Assessment is a member, led that process, engaging faculty, staff, and students throughout the year. In coming years, assessments will rotate through subsets of the twelve Gen Ed designations, so professional development efforts related to the creation of rubrics and implementation of the new assessment process will continue.

Director of Assessment's participation in committee discussions

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

- Council of Undergraduate Administrators (CUA)
- General Education Oversight Committee (GEOC)
  - GEOC Assessment Subcommittee
- Higher Learning Commission Steering Committee
- University Assessment Council (UAC) (chair)
- Diversity Campus Climate Study Group

Dissemination of information

- Information meetings
- Monthly progress reports of assessment documentation submitted by each program sent 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 60 faculty, staff, and administrators hosted by President M. Roy Wilson and Provost Keith Whitfield in October 2018
- Posters (13) describing good examples of programs' assessment processes, presentations given at a national assessment conference, and recipients of the new WSU Assessment Grants were unveiled at the luncheon and subsequently displayed at multiple locations on campus.
- Faculty recognition section on the WSU assessment website for scholarly publication or presentation of assessment work (http://wayne.edu/assessment/showcase/)
- 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/). There were 205 visits to this page in 2018-2019.

Facilitating feedback processes

- University Assessment Council members conducted the fifth annual review of a 10% random sample of assessment plans from across campus to provide feedback to 35 programs regarding best practices in assessment. The corresponding reports were shared with program representatives in Fall 2019 to discuss the results of the review and provide support for improving assessment practices.

- Neva Nahan, a council member, conducted a survey of eight programs that participated in post-review meetings in two previous years to evaluate the usefulness of the process to the programs. Respondents indicated that they valued the individual feedback, its specificity, the opportunity to discuss and ask questions at in-person meetings, and the non-punitive/non-threatening tone of the meetings. (Nahan and Barrette presented the survey results at the 2019 IUPUI Assessment Institute.)

Support for good assessment practices and related scholarship

- Seven programs received 2018 WSU Program Assessment Grant awards for projects carried out in 2018-2019.
- Proposals were reviewed in June 2019 and five grants awarded for projects to be carried out in 2019-2020.
- Provost Whitfield again provided travel funds to faculty and staff giving presentations at professional scholarly conferences on learning outcomes assessment.

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 AY18-19, outcomes 2 through 8 and goals 10 through 12 were assessed.

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**
1. identify the program assessment cycle's stages, purposes, and benefits.		
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 and goals were assessed through two methods:

1. Feedback rubric scores:

The WSU Director of Assessment selected 10% (35) of AY18-19 assessment plans from the list of programs in June 2019 using two approaches:
1. Academic programs at the mid-point of their Academic Program Review (APR) cycle were included.
2. Programs chosen randomly using a random number generator were added to reach a 10% sample.

Programs reviewed in 2016-2017 or 2017-2018 and their closely related counterparts 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 applied a feedback rubric (http://wayne.edu/assessment/files/wsu_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 Council members; 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*. The section scores reflect only sections that were submitted by the review date; a submission rate is therefore also provided for context.

A summary score using the same scale reflects the quality of the overall assessment plan when all sections are considered together; 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 were not submitted by the review date.

The target level of performance is an annual 3% increase in the number of reviewed assessment plans *meeting standards* and *reflecting best practices* until all sections reach 85% of programs at those levels.

CLOSING THE LOOP IN AY18-19: Several changes to the assessment plan review process were implemented in AY18-19 in response to data and feedback from the AY17-18 rubric reviews:
- To avoid bias from other reviewers' scores during training, the process for submitting scores was revised. Reviewers submitted scores on paper to the Director of Assessment during training.
- Similarly, during regular scoring, data entry was organized by reviewer rather than program so that each person could not immediately see the scores from other reviewers on the same programs.
- To onboard new reviewers, the Director of Assessment sent the rubric, a sample assessment plan and the corresponding rubric review report as preparation for the hands-on training session.

- To minimize error, pre-entered scores for missing items and learning outcomes from accredited programs were cross-checked in two ways: against the June Compliance Assist monthly report and against the pdfs of the assessment plans for those programs.

2. Participation data:

- **Interactions with WSU Director of Assessment**: A count of the number of attendees at campus-wide, unit-level or committee workshops, meetings, and individual consultations with Dr. Cathy Barrette through AY18-19
- **Assessment coordinators**: A count of the number of individuals identified by their unit as the contact person for assessment communications
- **Scholarship of Assessment:** A count of presenters and scholarly presentations given at assessment conferences related to assessment efforts
- **WSU Program Assessment Grants**: The number of projects and participants
- **WSU Assessment website traffic**: Number of users and unique page views on the WSU Assessment website (per Google Analytics) between Sept. 1, 2017 and Aug. 31, 2018
- **Assessment committee annual report**: Beginning in June 2017, 84 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 23 (27%) units; 17 (74%) of the 23 respondents reported having an active assessment committee in their unit.
- **Assessment plan submissions**: Reports from Compliance Assist identifying the number of items of required documentation submitted in AY18-19 and an export of all assessment plans' contents provided the final piece of participation data.

WSU Assessment has set the following **targets** for participation measures for AY18-19:

- **Interactions with WSU Director of Assessment**: Increase the number of attendees at campus-wide and unit-level events, workshops, meetings, and individual consultations with Dr. Cathy Barrette through AY18-19 by 5%
- **Assessment coordinators**: 95% of programs will have at least one assigned contact person for assessment communications per department/unit
- **WSU Program Assessment Grants**: Elicit inquiries into, submissions for, and collaboration in assessment grants.
- **WSU Assessment website traffic**: Increase the number of users and unique page views on the WSU Assessment website (per Google Analytics) by 3%
- **Assessment plan submission**: 78% of programs will submit all Fall and Winter documentation.

ASSESSMENT RESULTS

Table 2 provides a summary of results; details for each learning outcome and program goal follow.

Table 2. Summary of Results

| Learning outcomes and program goals: *WSU faculty and staff from academic and co-curricular programs…*	Results
1. identify the program assessment cycle's stages, purposes, and benefits.	No data
2. compose mission statements that reflect best practices	MET
3. compose learning outcomes that reflect best practices.	MET
4. accurately and clearly represent the development of student learning outcomes in a curriculum map	PARTIALLY MET
5. select sustainable assessments that provide useful data for understanding whether their stakeholders are achieving their program's learning outcomes.	MET
6. use their assessment data to make logical decisions about what to retain or change in their program.	MET
7. carry out their data-driven decisions to improve their program.	PARTIALLY MET
8. close the loop by re-assessing whether their improvements efforts had the desired effect.	No data
9. believe that program assessment efforts are valued.	No data
10. meet annual assessment plan documentation requirements.	MET
11. expand the number of individuals engaging in program assessment.	MET
12. receive professional development opportunities.	MET

RESULTS DETAILS

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 2018-2019

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.)

Fig. 1: Mission Statement Quantity and Quality

— Submission rate - All programs   — Met standards - Reviewed programs
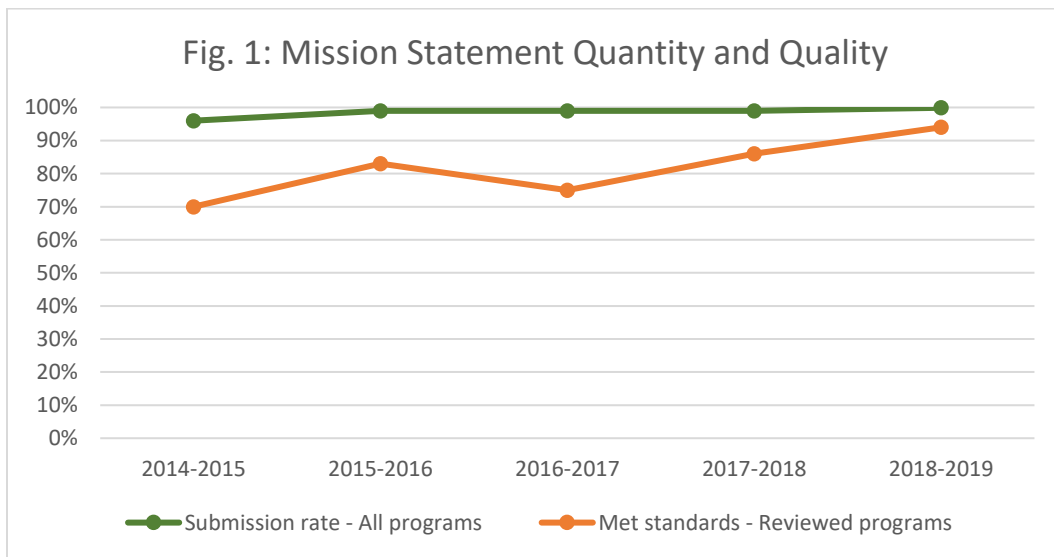
SUMMARY OF RESULTS FOR L02:

Programs matched the quantity of mission statements submitted in AY17-18. No further progress is expected in future years because the remaining 0.1% corresponds to programs in transition, either newly added or in the process of moratorium or discontinuance.
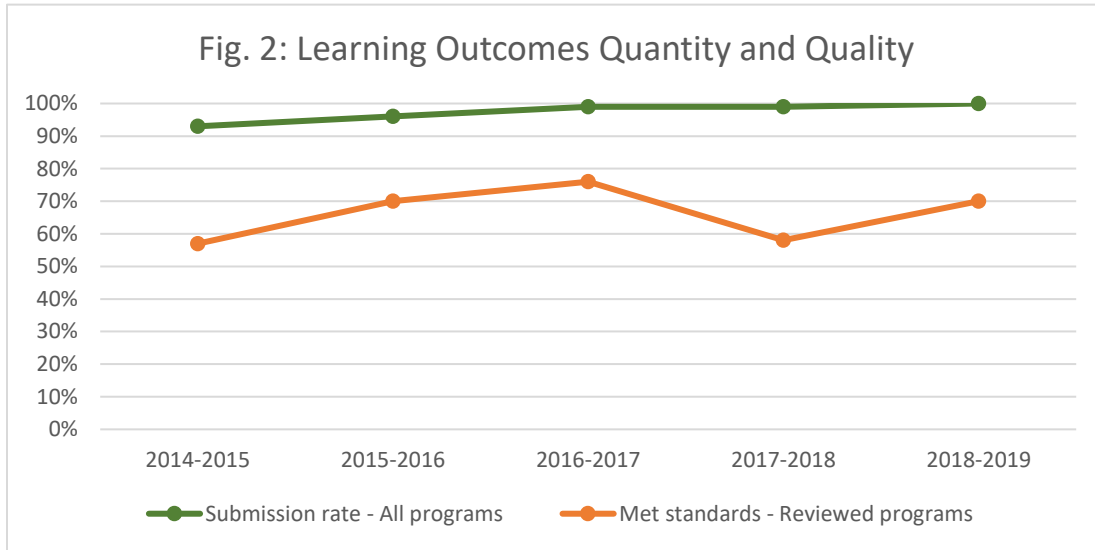
A higher percentage of the randomly sampled programs met standards in their missions statements in AY18-19 compared to AY17-18. The 94% of programs that met quality standards exceeds the 85% target set for AY18-19.

Target levels of improvement in quantity and quality were met for this outcome.

LO3: WSU faculty and staff from academic and co-curricular 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.)

Fig. 2: Learning Outcomes Quantity and Quality

—●— Submission rate - All programs   —●— Met standards - Reviewed programs

SUMMARY OF RESULTS FOR L03:

Programs matched the quantity of learning outcomes submitted in AY17-18. 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.

A higher percentage of the randomly sampled programs met standards in their learning outcomes in AY18-19 compared to AY17-18. The 70% of programs that met quality standards is considerably above the 5% target increase for 2018-2019.

Target levels of improvement were met for 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.)

Fig. 3: Curriculum Map Quantity and Quality
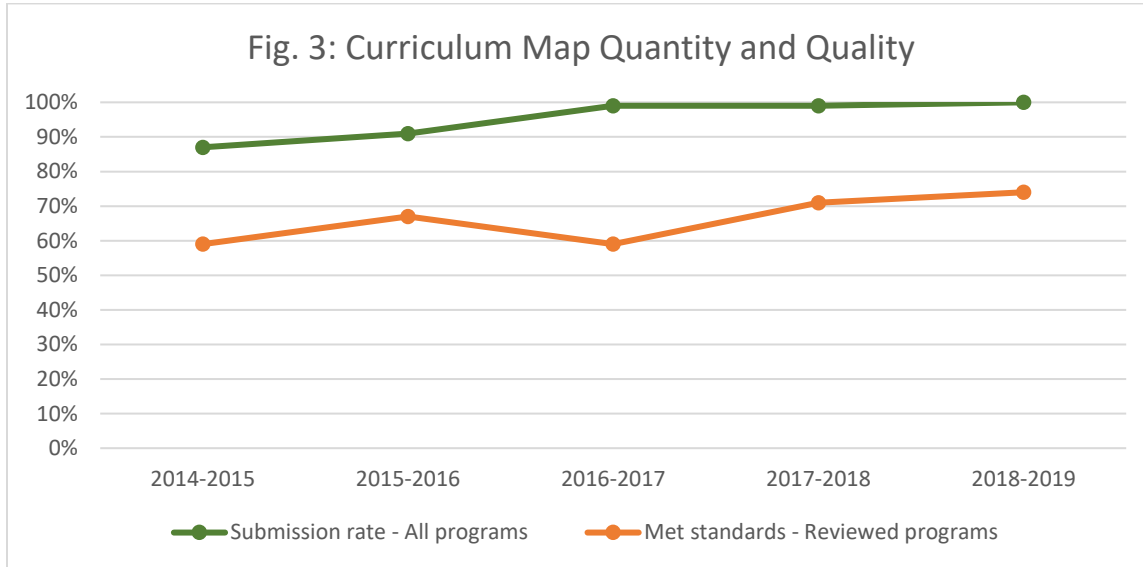
Co-curricular programs are not required to submit curriculum maps. As such this graph only represents performance in academic programs.

SUMMARY OF RESULTS FOR LO4:

Programs matched the quantity of curriculum maps submitted in AY17-18. 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.

The 74% of programs that met quality standards represents an increase over the previous year, but falls short of the 76% target set for AY18-19.

Target levels of improvement in quantity but not quality were met 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.)

Fig. 4: Assessment Method Quantity and Quality

SUMMARY OF RESULTS FOR L05:

Programs matched the quantity of assessment methods submitted in AY17-18. 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.
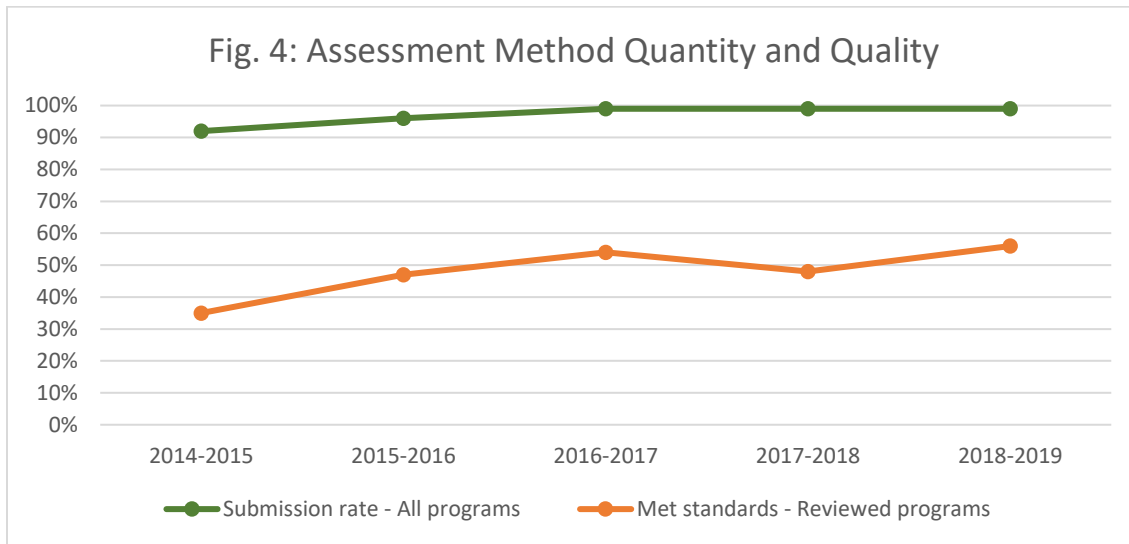
A higher percentage of the randomly sampled programs met standards in their assessment methods in AY18-19 compared to AY17-18. The 56% of programs that met quality standards exceeds the 53% target for AY18-19.

Target levels of improvement in quantity and quality were met 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.)

Fig. 5: Results Quantity and Quality

Legend: ● Submission rate - All programs ● Met standards - Reviewed programs
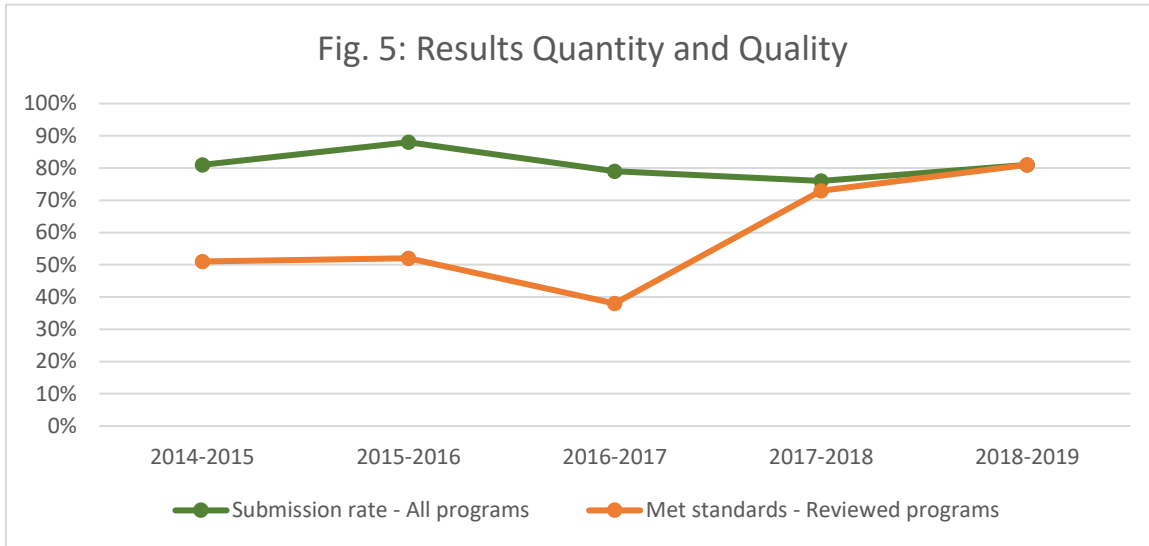
Submission rate and Rubric scores: Action plan section (See Figure 6.)

Fig. 6: Action Plan Quantity and Quality

Legend: ● Submission rate - All programs ● Met standards - Reviewed programs
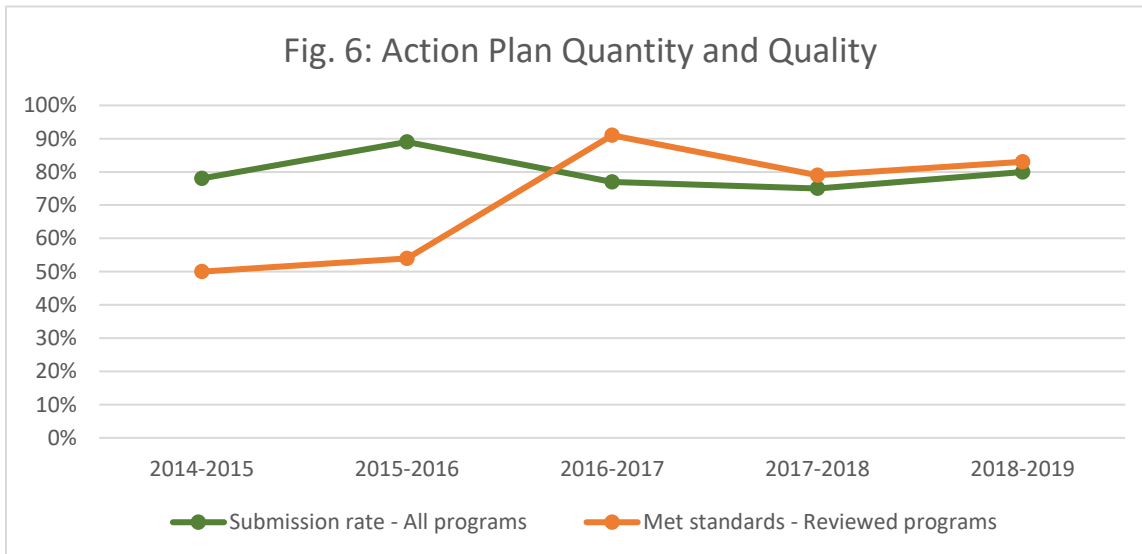
SUMMARY OF RESULTS FOR LO6:

On average, more programs submitted results and action plans compared to last year.

A higher percentage of the randomly sampled programs met standards in their results and action plans in AY18-19 compared to AY17-18, in both cases exceeding the targets set for this year.

Target levels of improvement in quantity and quality were met for this outcome.

## *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

Submission rates and 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.) (See Figure 7.)

Fig. 7: Timeline Quantity and Quality

Legend: Submission rate - All programs (green); Met standards - Reviewed programs (orange)
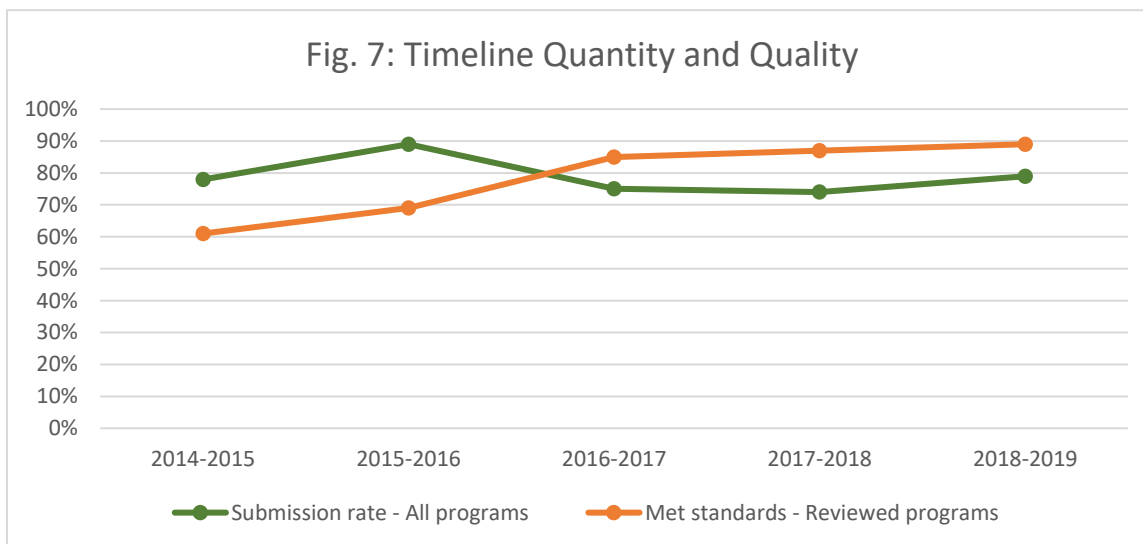
SUMMARY OF RESULTS FOR LO7:

A slightly higher percentage of programs submitted timelines in AY18-19 compared to the previous year, and more of the randomly sampled programs met standards in their timelines for implementing their action plans in AY18-19 compared to the previous year.

Target levels of improvement were not met for quantity (92%), but were met for quality (89%) 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.

No data for this outcome were collected for 2018-2019.

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).*

No data for this outcome were collected for 2018-2019.

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, action plans, and implementation timelines, although the reports cannot indicate the quality of these items. Figure 8 compares completion rates since 2013-2014, the first year that programs had access to Compliance Assist.

Fig. 8: Assessment Plan Completion Rates

Bar chart showing Final completion rate by academic year:
- AY13-14: 13%
- AY14-15: 83%
- AY15-16: 87%
- AY16-17: 75%
- AY17-18: 73%
- AY18-19: 79%
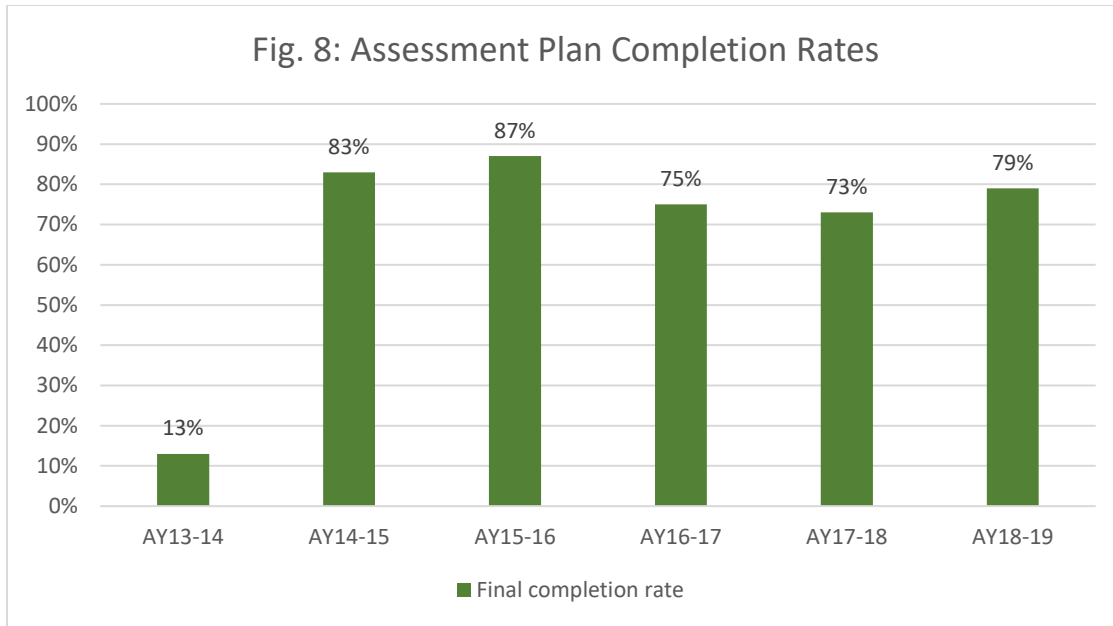
SUMMARY OF RESULTS FOR PG10:

Completion rates increased each year through the Higher Learning Commission re-affirmation of accreditation process, but decreased in the two subsequent years following a positive outcome to the review. That decrease may also be due to the earlier cut-off date for the reports: 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 and in December 2018 for AY17-18.

The completion rate for this year increased by six percentage points to 79%, exceeding the target of 78%.

The target level of improvement was met for this outcome.

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 9/1/2018 through 8/31/2019, participation in assessment is evidenced through a variety of counts, including the number of individuals participating in assessment events, scholarship, and the WSU Program Assessment Grant program; individuals with assigned assessment roles and serving on assessment committees; and individuals using the WSU Assessment website. In addition, a review of assessment plans served as an initial strategy for identifying instances of participation by students in assessment planning and implementation.

In this academic year, assessment events resulted in 476 interactions with participants. This represents a decrease over AY17-18, due in great part to Assessment Week events, which account for 495 of that year's interactions.

A high percentage (30%) of 2018-2019 interactions involved new participants. This increase is in part due to outreach to engage General Education stakeholders in Diversity, Equity, and Inclusion (DEI), Quantitative Experience (QE) and Social Inquiry (SI) courses in the development, revision, and piloting of rubrics to assess students learning in the Gen Ed program.

While the target of a 5% increase in total number of interactants was not met, 143 new individuals interacted with the Director of Assessment, thus partially meeting the target for this program goal.

Fig. 9: Participation in Assessment Events
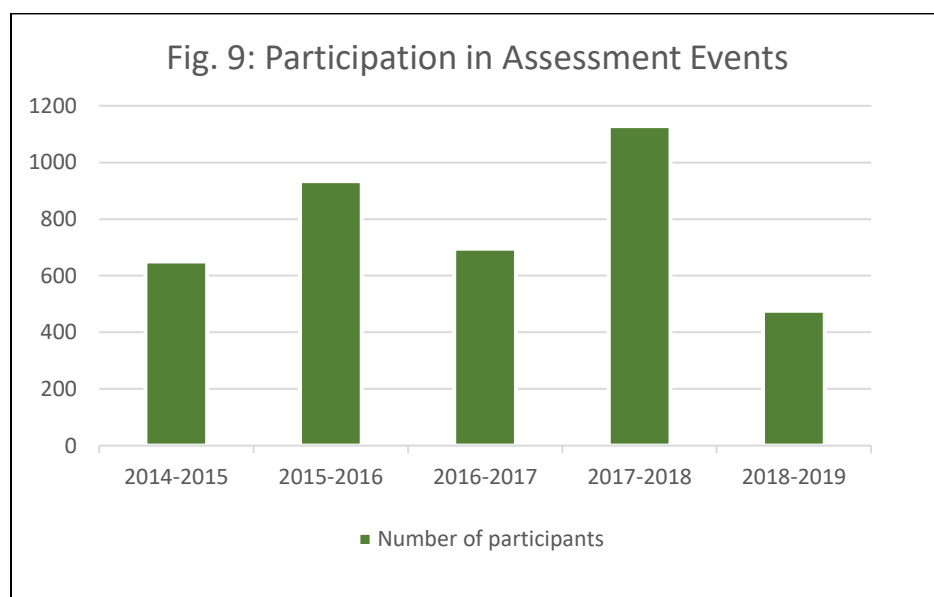
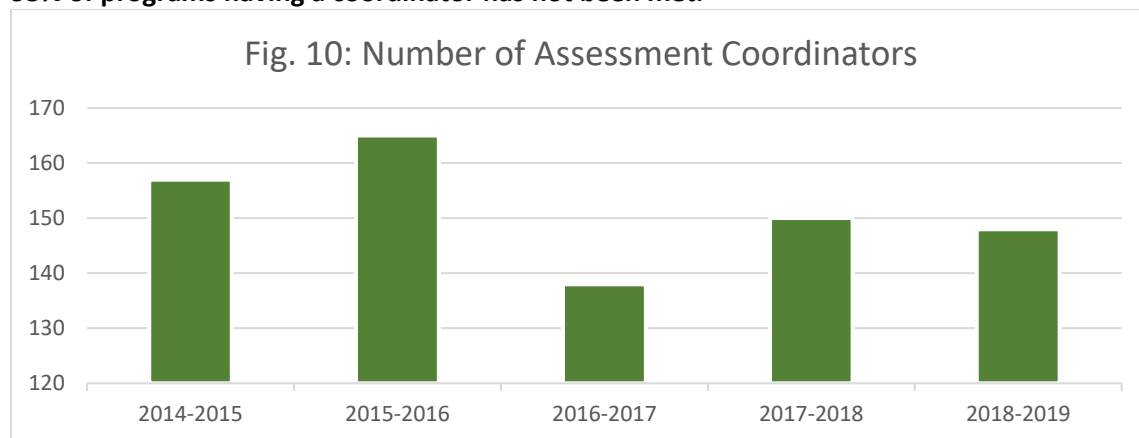### Student Participation in Assessment Planning and Implementation

Given the unique perspectives and contributions that student bring to the assessment process, one goal for 2018-2019 was to identify and increase opportunities for students to participate in assessment planning and implementation. To that end, representatives of the Student Senate have served on the University Assessment Council since 2017. In 2018-2019, Student Senate representatives were invited to participate in reviewing and revising the General Education rubrics for three of the program's designations; four senate members participated and provided very useful feedback.

A review of the contents of all programs' assessment plans as part of the poster selection/program recognition process also revealed examples of student engagement. Students in English and Medical Education, for example, led focus groups to gather assessment data from their peers. In another example, Pharmacy and History students serve on an assessment committee, which plans, implements and analyzes assessments. While mention of student participation is not effectively elicited by the

assessment plan structure, the examples that do mention their participation indicate at least a nascent openness to this important stakeholder group's perspectives.

Assessment Coordinators (See Figure 10.)

A similar number of individuals served as assessment coordinators in AY18-19 as in AY17-18. They represent 93% of programs, leaving 7% of programs without an identified coordinator. **The target of 95% of programs having a coordinator has not been met.**

Fig. 10: Number of Assessment Coordinators

Year	Number
2014-2015	~157
2015-2016	~165
2016-2017	~138
2017-2018	~150
2018-2019	~148

Scholarship of Assessment

Promoting opportunities for scholarly work based in assessment efforts is an ongoing strategy for engaging more individuals in assessment and for expanding professional development opportunities. Nine WSU colleagues presented their assessment efforts across four presentations at the 2018 IUPUI Assessment Institute, and two gave presentations at the 2018 Association for the Assessment of Learning in Higher Education (AALHE) conference. All were supported by travel funds from the Office of the Provost. An additional proposal for a presentation by a group of five colleagues was also accepted, but the group was unable to attend the conference for a variety of reasons.

For 2019-2020, five colleagues (faculty and staff) submitted four proposals to the 2019 IUPUI Assessment Institute, and all were accepted.

With two years of baseline data and the challenges of taking time away from campus for a conference that is outside of many colleagues' area of expertise, the target for 2019-2020 is to sustain a similar level of participation and to encourage new individuals to submit proposals.

WSU Program Assessment Grants

The Office of the Provost established a grant program in 2017 to promote best practices in program-level assessment of student learning outcomes in 2018-2019. In its second year, twenty-six faculty and staff received funding for a total of five collaborative projects selected from schools, colleges and units across campus. The projects will assist in the piloting, creation or significant revision of programs' assessment processes.

Four additional proposals were received but not funded. Thirteen faculty and staff collaborated on those proposals. Ten additional individual made an inquiry about the program but decided not to submit a proposal.

Eleven faculty and staff served as reviewers for the grant proposals.

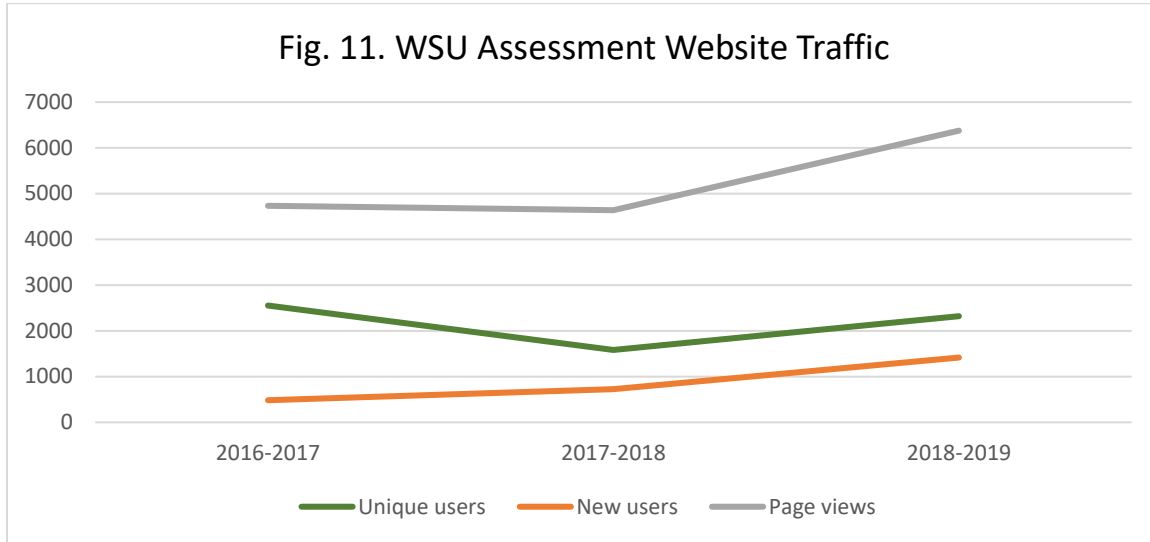In total, participation in the second year of the assessment grant program included 39 faculty and staff submitting proposals, plus 11 faculty and staff reviewers.
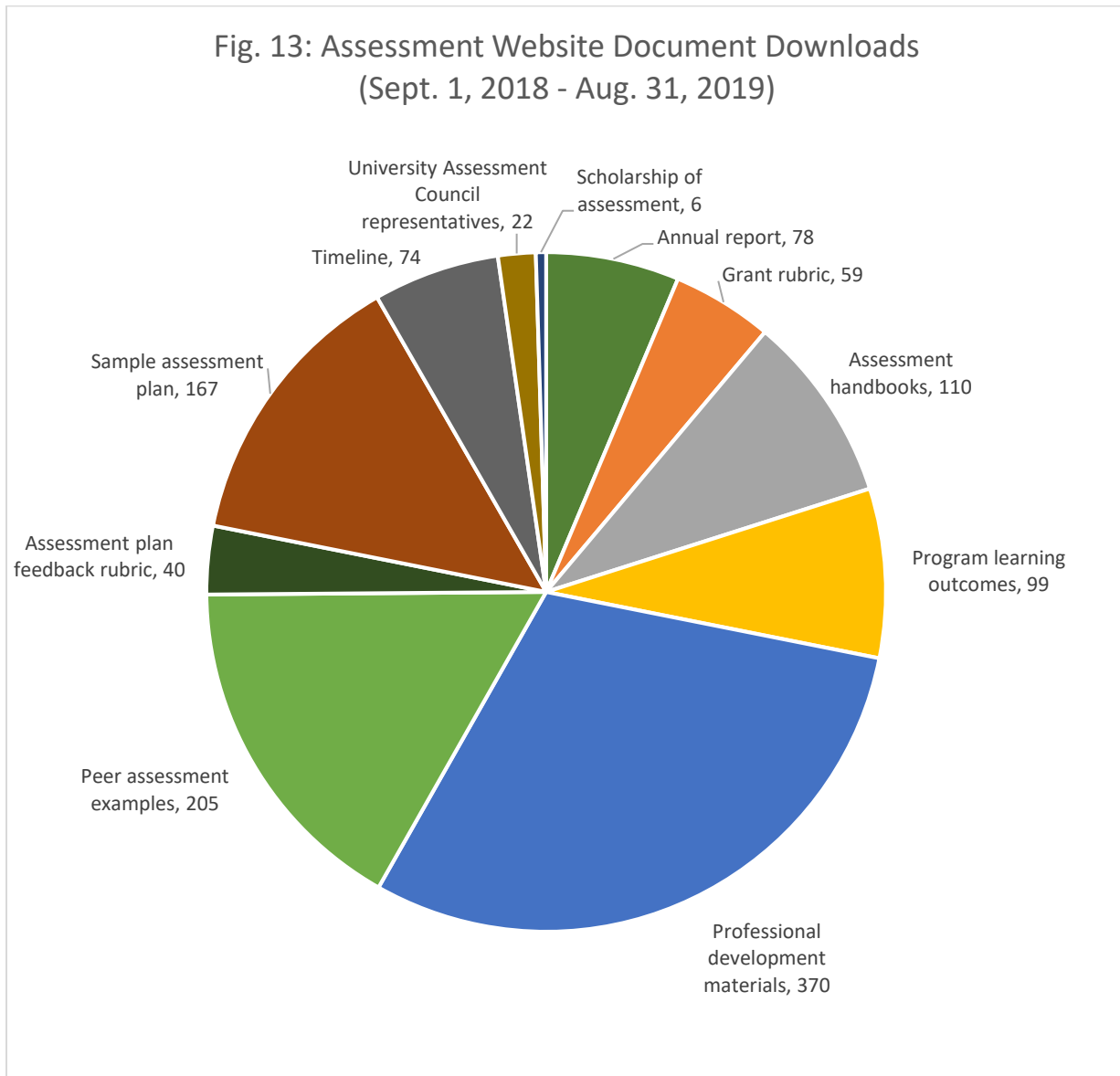
The rates of participation or interest in the grant program were on par with the first year of the program.

This two-year baseline suggests that a goal of ten submitted proposals by multiple collaborating colleagues is a feasible target for future years.

There were more new and total users of the website (https://wayne.edu/assessment/) this year, and a substantial increase in the number of page views. **The goal of a 5% increase in total users and new users over last year was met.**

Fig. 11. WSU Assessment Website Traffic

Legend: Unique users, New users, Page views

X-axis: 2016-2017, 2017-2018, 2018-2019
Y-axis: 0 to 7000

Fig. 13: Assessment Website Document Downloads
(Sept. 1, 2018 - Aug. 31, 2019)

The most frequently accessed documents related to professional development materials, good assessment examples from WSU peers, sample assessment plans, and the assessment handbooks.

Expansion to the website in 2018-2019 included a new page dedicated to the program assessment grant program approved by the provost in Winter 2018. That landing page is responsible for 6.7% of traffic, and the longest average time on page.
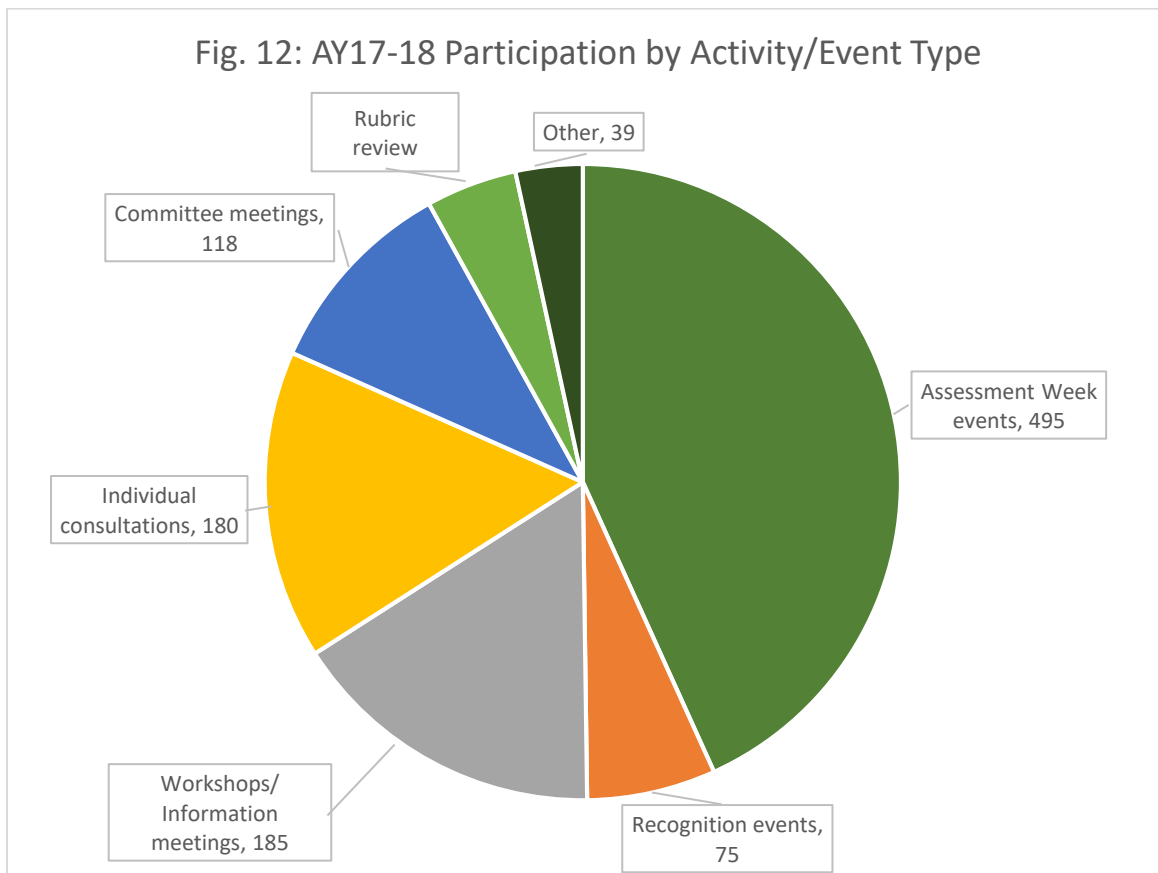
Much of the data indicate substantial participation in assessment, with gains in overall completion of assessment plans in AY18-19. While there was a decrease in in-person participation, engagement with online materials was considerable. Participation in the scholarship of assessment and in improving assessment practice through the grant program remained at a similar level, and continue to support improvements in quality of and expertise in assessment practices.

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

DATA SOURCES: Participation data, Materials provided, 2018 Assessment Grant Final Reports

Participation data (See Figure 12.)

Participants engaged in a variety of assessment activities through 203 formal and information professional development opportunities. The activities align with WSU Assessment's goals of disseminating information, providing professional development, recognizing individuals' and groups' assessment efforts, and facilitating feedback to programs.

Fig. 12: AY17-18 Participation by Activity/Event Type

- Rubric review
- Other, 39
- Committee meetings, 118
- Assessment Week events, 495
- Individual consultations, 180
- Workshops/ Information meetings, 185
- Recognition events, 75

WSU Assessment Handbooks

Two faculty members (Dian Walster, Information Science; Judith Moldenhauer, Graphic Design) collaborated with the director of assessment for over a year to produce two assessment handbooks: *Academic Program Assessment: Easy Steps to Improving Student Learning* and *Student Services Program Assessment: Easy Steps to Improving Student Learning.* The handbooks explain each element of the assessment plan and provide examples from WSU programs in either academic or student services programs corresponding to the handbook version.

The handbooks thus serve as both professional development materials and recognition of programs whose assessment plan items were selected as examples to publish in the handbooks.

Conversation Calendars

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.

Consultations

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 AY18-19. These interactions provide opportunities for just-in-time professional development related to all aspects of the assessment process.

2018 Program Assessment Grant Final Reports

Final reports from the 2018 awardees describe extensive professional development in assessment, revised and new assessment tools and processes, collaboratively developed updates to learning outcomes to align with new accreditation standards, and assessment of learning across key points in a curriculum.

SUMMARY OF RESULTS FOR PG12:

A variety of professional development opportunities that rely on different modes of delivery, accommodate different group sizes, timing, and needs were provided in 2018-2019. The target for this program goal was met.

ACTION PLAN and TIMELINE FOR IMPLEMENTATION

No specific actions were identified for LOs 2, 3, 5 and 6, or for PGs 10, 11, and 12 (*best practices in writing mission statements, learning outcomes, assessment methods, and results; document assessment efforts, expand engagement, and professional development*) because targets were met or exceeded for each.

For LOs 3, 4, and 7 (details below), Table 3 specifies the actions to be taken to improve assessment practices. In addition, efforts to continue increasing assessment documentation are a priority.

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

Table 3. WSU Assessment action plan, timeline, and responsibilities

ACTION PLAN ITEM	TIMELINE for IMPLEMENTATION and *RESPONSIBLE PARTIES*
For learning outcomes 3 and 4: The quality of learning outcomes (LO 3), while improved this year, still needs further development. As such, the University Assessment Council has undertaken a review of all programs' learning outcomes. When complete, comments from the council will be shared with programs to encourage review and revision. The Office for Teaching and Learning has already incorporated into their offerings a selection of workshops and webinars on learning outcomes and assignment alignment. With regard to LO 3 (curriculum maps), improvement of the outcomes themselves and ensuring their inclusion in the curriculum maps will be part of the feedback to programs about their LOs.	Started in January 2019, continuing through 2020 *WSU Director of Assessment and University Assessment Council, Office for Teaching and Learning*
LO 7 (Action plans) had a lower completion rate than last year	
a. As part of the overall goal of increasing completion rates, proactive messaging and outreach to programs will encourage earlier data collection and reporting. Doing so will allow faculty and staff more time during the regular academic year to develop and report action plans.	Fall 2019 *WSU Director of Assessment, University Assessment Council*

REPORTING TO STAKEHOLDERS

This report will be publicly available online at https://wayne.edu/assessment/. It will also be sent to the provost, deans, program supervisors, and University Assessment Council members.

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