

# What to Write in Each Section of Campus Labs/Anthology Planning

*For Academic, Co-curricular, and Student Support Programs*

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**Planning** is the online repository for all program assessment information. Please contact Cathy Barrette at [c.barrette@wayne.edu](mailto:c.barrette@wayne.edu) if you would like access to Planning.

This document highlights key information to include in each section of Planning. Please see the [Academic Program Assessment Handbook](#) or the [Student Services Program Assessment Handbook](#) for more information about best practices and for good examples of each item.

**NB:** If you copy and paste any of the items from this document into Planning, please paste as plain text by right-clicking in the window where you want to paste and choosing “**Paste as plain text.**”

## 1 MISSION STATEMENT

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- *A brief description of the program’s (not the department’s):*
  - Purpose: Why the program exists, what the program does that distinguishes it from other units or programs
  - Offerings: Opportunities, experiences, areas of study that students or clients will gain from the program that help program participants meet program goals)
  - Target audience/Stakeholders: Types of individuals or groups that would benefit from the program
- The mission statement should be:
  - Aligned with the University, division, and department missions
  - Realistic and achievable
  - Written for a general, not expert, audience

### 1.1 GUIDING QUESTIONS:

To help you get started on your mission statement, you can discuss the following questions with your colleagues:

- What need(s) does the program fulfill?
- What will the students know, value, and be able to do as a result of your program?
- What opportunities do you offer to help students achieve those goals?
- What does this program uniquely offer that differentiates it from other programs?

## 1.2 PITFALLS TO AVOID:

When writing your mission statement, avoid wording that is:

- Too general to distinguish the program from other programs
- Focused on your department instead of your program
- Focused on teaching or research rather than student learning
- Written for a specialist/expert audience rather than a general audience

## 1.3 A GOOD EXAMPLE

[purpose] [offerings] [target audience/stakeholders]

The mission of the BFA Program in the Maggie Allesee Department of Theatre and Dance is to [prepare] [students] [for professional careers in dance.] The Program provides preparation for pursuits in [performance, choreography, and production through practical study of dance techniques, theoretical and historical studies, exploration of current trends in the art and frequent engagement with professional dance artists.] The program provides [abundant performance experiences] for [BFA students] as it serves the [urban metropolitan community] in which Wayne State University resides.

## 2 LEARNING OUTCOMES (PROGRAM-LEVEL)

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*Specific, measurable statements of what graduating students or program clients should know, be able to do, believe, or value as a result of participating in your program.* Learning outcomes can be cognitive, psychomotor, affective, or interpersonal/social. They should also be:

- Derived from your mission statement
- Focused on the results of learning or participating in your program's offerings, not on the learning process or on teaching
- Expressed with an observable action verb; see [Bloom's taxonomy](#) for cognitive outcome verb options

All WSU programs' learning outcomes are posted on the [WSU Assessment website](#) annually. Also see the Assessment Handbooks for good examples across disciplines.

### 2.1 GUIDING QUESTIONS FOR LEARNING OUTCOMES:

To help you identify your program's learning outcomes, consider the following questions: After participating in your program,

- what can students *do with the information and skills they have learned*?
- what should they *value or care about*?
- what kinds of job skills do they take into the workforce and the community?

(Choose a few of your answers for your first round of learning outcomes and add others later.)

## **2.2 PITFALLS TO AVOID:**

- Combining two or more behaviors into one outcome
  - Example: “Students collect, analyze, and present data.”
- Describing an outcome that is not measurable because it is too vague or broad
  - Example: “Students master skills/understand/demonstrate knowledge”

## **2.3 GOOD EXAMPLES**

- Doctor of Physical Therapy: Students examine patients using appropriate tests and measures.
- MA in History: MA students analyze relevant primary and secondary sources.
- Bachelor of Science in Nursing: Students integrate knowledge of health promotion, health restoration, and supportive measures in management of nursing care of individuals, families, and communities in diverse populations.
- BS in Mechanical Engineering: Students function on multidisciplinary teams.

# **3 GOALS (IN CO-CURRICULAR AND STUDENT SUPPORT PROGRAMS ONLY)**

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*Strategic or operational targets for supporting student success that align with your program’s mission*

## **3.1 GUIDING QUESTIONS FOR PROGRAM GOALS:**

- What does your program hope to affect through its activities? (e.g., retention rates, program offerings, service times, satisfaction levels, outreach, accessibility, engagement levels)?
- How do you hope to affect those goals? (e.g., increase, decrease, broaden, streamline, create, assess)

## **3.2 PITFALLS TO AVOID:**

- Combining two or more behaviors into one goal
  - Example: “Increase and streamline program offerings”
- Describing a goal that is not measurable because it is too vague or broad
  - Example: “Improve program performance”

## **3.3 GOOD EXAMPLES**

- Learning communities will incorporate characteristics of High Impact Practices (HIPs), as outlined by the AAC&U, for improved student success.
- Office of Military and Veterans Academic Excellence: OMVAE’s will reduce last-minute certifications by 15%.
- Student Disability Services: SDS will identify resource and information needs that will enhance student satisfaction with SDS services and their effectiveness.
- Student Service Center: The SSC will provide accurate and timely information to students to help them make well-informed decisions that support their educational success.

## 4 CURRICULUM MAP (FOR ACADEMIC PROGRAMS; OPTIONAL FOR CO-CURRICULAR PROGRAMS)

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*Identifies the relationship between courses students take/activities stakeholders participate in and the program's learning outcomes or goals*

- Which course(s) or activities contribute to each learning outcome or goal?
- How do courses/activities build on one another over time to support students' learning or success?
- Identify where in your program each learning outcome or goal is intentionally and explicitly with codes for development levels. You can create your own levels, but some common options include:
  - I-Introduced; D-Developed/Practiced/Reviewed; M-Mastered
  - 1- Freshmen; 2-Sophomore/Junior; 3-Senior

### 4.1 GUIDING QUESTIONS

- Which course(s) or activities intentionally develop each learning outcome? (Don't include cases of implicit practice without intentional teaching toward the outcome.)
- What is the relationship between learning experiences? For example, does one course provide the foundations for another?

**A template and an example of a curriculum map are available online at <http://wayne.edu/assessment/document/>.**

### 4.2 PITFALLS TO AVOID:

- Grouping courses or activities instead of listing them individually
  - Example: All 5000-level courses meet LO 2 and are at the Developing level
- Marking the presence rather than the active development of an outcome in a course or activity
  - Example: Placing an X under LO2 for a course or activity instead of a developmental level (I, D, M) to indicate how it relates to other courses and activities

### 4.3 A GOOD EXAMPLE (MA IN SOCIOLOGY)

**Developmental levels:**

B Beginning level of knowledge; D-Developing knowledge; M-Mastery of knowledge

Course	LO1: Sociological Theory	LO2: Research Methods	LO3: Data Analysis	LO4: Writing	LO5: Source Use	LO6: Critical Thinking
SOC 6050	B			B	B	B
SOC 6060	B			B	B	B
SOC 7200		B	B	D	D	D
SOC 6280			D	D	D	D
SOC 7030	D	D	D	D	D	D
Essay/Thesis	M	M	M	M	M	M

## 5 ACTIVITY-TO-GOAL GRID (FOR STUDENT SUPPORT AND CO-CURRICULAR PROGRAMS ONLY; OPTIONAL)

*Identifies the relationship between your program's activities and the goals you hope to affect. Can include both goals and learning outcomes if appropriate for the program.*

- Which of your program's activities contribute to each goal?
- How do courses/activities build on one another over time to support students' learning or success?
- Identify where in your program each goal is intentionally and explicitly. Some developmental sequences are suggested below, but feel free to adopt other terms that make more sense in your context!
  - Introduced; D-Developed/Practiced/Reviewed; M-Mastered
  - Freshman; Sophomore/Junior/Transfer; Senior

### 5.1 GUIDING QUESTIONS

- Which activities intentionally develop each goal?
- What is the relationship between activities? For example, does one provide the foundations for another?

**A template and an example of an activity-to-goal grid are available online at <http://wayne.edu/assessment/document/>.**

### 5.2 PITFALLS TO AVOID:

- Marking the presence rather than the active development of a goal in a course or activity
  - Example: Placing an X under Goal 2 for an activity instead of a developmental to indicate how it relates to other activities

### 5.3 A GOOD EXAMPLE (WSU ASSESSMENT)

**Developmental levels:**

N-For novice participants; I-For intermediate participants; A-For advanced participants

Supporting Activities	LO1: Programs use their assessment data to make logical decisions about what to retain or change in their program	LO2: Programs carry out their data-driven decisions to improve their program	PG1: Programs meet annual assessment plan documentation requirements	PG2: Programs expand the number of individuals engaging in program assessment
Website trainings	N	N	N, I	-
Workshops	N, I	N, I	N, I, A	N, I
Consultations	N, I, A	I, A	N, I	N, I, A
Reporting	-	-	N, I, A	N, I, A

## 6 ASSESSMENTS

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*Systems for gathering data (information, evidence, metrics, performance indicators, proof) about what/how well students are achieving your learning outcomes or how well your program is achieving your goals, then using the results to make informed decisions about your program's design and delivery*

- Draw on information you already have to make data collection more practical and less time-consuming
  - One source might serve as data for multiple learning outcomes or goals but must differentiate data by outcome/goal.
- Direct assessments that overtly elicit student performance (e.g., exams items, projects, presentations) and are scored or evaluated by an expert (e.g., faculty, practitioner, advisor) provide essential information.
- Indirect assessments that elicit beliefs or perspectives about student learning or success (e.g., surveys, interviews, institutional data) provide complementary information to make your data more robust.
- Data collected through existing systems or processes (e.g., Banner, STARS, a CRM, Canvas, CORQ) might provide useful information about Student Support and Enrollment Support goals related to program performance.

### 6.1 GUIDING QUESTIONS

To help you select appropriate sources of evidence or data, consider the following questions:

- What information does the assessment provide that helps identify how well students are meeting expectations for a particular learning outcome or how well your program is achieving a goal?
- Does the assessment provide useful information about a particular learning outcome or goal (or more than one)? Useful information helps you to diagnose strengths and weaknesses and take logical action in response.
- What *target level of performance* will you set (e.g., 85% pass rate, 75% score, 80% agree or strongly agree)?
- Is it practical to gather this information (not too time-consuming or costly)?

### 6.2 PITFALLS TO AVOID:

- Overly global data that conflate performance across multiple learning outcomes or goals. For example, course grades or final exam grades typically don't provide useful information about an individual outcome because they represent performance across multiple learning outcomes together.
  - You can use a score from an appropriate section or just from some items of the course or exam, however!
- Extraneous information that will bias the data, such as including data related to students who are not in your program, aggregating data from before and after a major programmatic change, or using scoring criteria that don't align with the target learning outcome (e.g., deducting points for a late submission when assessing the quality of students' writing)

## 6.3 ASSESSMENT ITEMS HAVE FIVE PARTS TO THEM:

6.3.1 In “**Assessment Method**”, you will describe what evidence you’ll gather and the process for doing so. Please provide enough information for someone other than you to carry out or repeat the process if you are unable to do so.

Please identify:

1. for which learning outcome(s) or goal(s) the method will provide data/evidence
2. what the data source is (e.g., scores from exam 3 in course X, a survey, etc.)
3. who the data are collected from (e.g., all students in course X, majors in their final semester)
4. how the data will be gathered and by whom (e.g., via Canvas by poll created by the instructor)
5. how often/when data will be gathered (e.g., every semester)
6. who will evaluate/score it (e.g., the course instructor, the advisor)
7. what criteria will be used to evaluate/score it (e.g., % of correct responses, number of “proficient” activities)
8. what the evaluation scale is (percentage? proportion that strongly agree? 0-5? Pass/Fail?)
9. the criteria for acceptable performance (e.g., 85% pass rate, an average 75% score, 80% agree or strongly agree)
10. who will review (analyze, interpret) the results and when they will be reviewed (e.g., assessment committee; all staff; all faculty; advisory board)

**A good example:** Majors in the capstone course (ASMT 5000) complete a final project that elicits LOs 1, 2, and 4. The instructor collects the projects in the last week of the semester, scores them using the attached rubric, and shares de-identified score distributions with the undergraduate committee. The 4-point rubric scale ranges from Needs development to Exceeds expectations and includes sections corresponding to LOs 1, 2, and 4. Individual scores of Meets expectations or higher meet the program’s target for student learning. At least 75% of students must reach the target for the program to be successful on this outcome. The instructor and undergraduate committee will discuss the summarized results and recommend any changes to the capstone or supporting courses.

6.3.2 “**Method History**” is a simple pulldown item. Just select between two options:

- whether it is being used for the first time in its current form (either because it is **new** or previously unused, or because it is a **revised** version of a past method)
- whether you have used the assessment method in its current form before

### 6.3.3 In “Results”, please provide:

An objective statement of the degree to which the program’s performance criteria for each learning outcome or goal were met and any contextual explanations

- A summary of scores or responses for the group
  - Concrete, specific information (e.g., “63% of students met the criterion for LO 1”)
  - Context for interpretation (e.g., “Only 15% of students participated”, “Canvas locked students out midway through the assignment”, “This is our first use of the revised rubric and not all instructors completed the training for it.”)
  - If you indicated in **Method History** above that you have used this method before, please compare this year’s results to previous results.
- A statement of whether the results *met* or *failed to meet* the target or criterion level of performance.
- A list or data file of individual scores, when possible, to support your summary
  - Omit personal identifiers (e.g., names, ID numbers)

#### **A good example:**

10 majors in the capstone course (ASMT 5000) completed the final project that elicits LOs 1, 2, and 4. Results:

**LO1:** average score of 3.6; 90% of students received Meets expectations or higher. Result meets program’s target of 75% of students meeting expectations.

**LO2:** average score of 3.2; 70% of students received Meets expectations or higher. Result does not program’s target of 75% of students meeting expectations.

**LO4:** average score of 3.8; 90% of students received Meets expectations or higher. Result meets program’s target of 75% of students meeting expectations.

(See attached data file for individual score details.)

### 6.3.4 In “Program Action Plan”, please:

- Identify at least one area of the program or of the assessment plan that will be monitored, remediated, or enhanced.
- State at least one logical step the program will take in response to that area to improve or monitor the program.
- Identify a person or group responsible for carrying out each step of the action plan.
- **Examples:**
  - Monitor/Enhance: Students met our target; capstone instructors will re-assess this outcome in 2 years and will assess a different outcome next year. The graduate committee will encourage instructors in other courses to use similar activities in earlier classes to expand success in this area.
  - Remediate: Scores fell below our target. The instructor in course X will add activities related this learning outcome in the Fall and we will re-assess in Winter.
  - Remediate: The project/rubric/test used to gather data was problematic. The undergraduate committee will revise/replace it and re-assess in Winter semester.

### 6.3.5 In “Timeline for Action Plan Implementation”, please:

- Specify the program’s schedule for implementing the action plan and re-assessing the learning outcome.
- NB: “Timeline” is combined with the Action Plan in **Student Support programs’** assessment plan.



## 7 STAKEHOLDER ENGAGEMENT

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*Stakeholder engagement identifies the groups that may play a role in choosing, implementing, interpreting, or acting on your assessment activities and how your program plans to actively involve them at appropriate points in your assessment plan.*

### 7.1 GUIDING QUESTIONS

- Who has an active interest in the success of the program and can positively contribute to discussions about assessment?
- At what point(s) in the assessment process can each group productively contribute? Common points include creating or revising mission, outcomes, and curriculum maps/activity-to-goal grids prioritizing the outcomes or goals to assess; selecting assessment methods; collecting data; interpreting the results; and identifying appropriate actions in response to the results.
- What are productive and efficient ways to engage each stakeholder group?

### 7.2 PITFALLS TO AVOID

- Passive reporting, where information is published or sent to stakeholders but not actively discussed with them to get their feedback and perspectives.

### 7.3 STAKEHOLDER ENGAGEMENT ITEMS HAVE THREE PARTS TO THEM:

7.3.1 **In Stakeholder Groups**, please select all groups that have a key interest in your program’s design and delivery. If a group isn’t listed, you can select “other” and explain who that group is in the next section. (Available AY21-22 to try out, required in AY22-23)

7.3.2 **In Engagement Plan**, please describe how and when you’ll share your assessment activities with at least one stakeholder group that you selected and how you’ll gather their feedback. Think about what information will interest them and what perspectives or information you would like from them as you decide how to engage with them.

#### **Examples:**

- Program will hold focus groups with students every October; feedback will be recorded in anonymized notes.
- Faculty will receive a written report and will discuss at faculty meetings each semester. Feedback will be recorded in meeting minutes
- Employers/advisory boards will receive a survey each July that asks for comments on relevant excerpts of the assessment plan/results/action plan to gather feedback and interpretation.

Note that you can attach related documents, such as handouts or reports shared with your stakeholders or survey and focus group questions, as supplemental information.

- 7.3.3 In Stakeholder Feedback**, please summarize the feedback, comments, or ideas your stakeholder group(s) provided about your assessment activities or your program. If possible, indicate which ideas you will consider further or implement. (Available AY22-23 to try out, required in AY23-24)

## 8 ASSESSMENT PLANNER

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*An “assessment planner” is any individual in your program who is actively engaged in designing, managing, or responding to the program assessment process. This work ranges from setting the mission statement, learning outcomes, or assessment methods to coordinating the curriculum map, analyzing or interpreting data, planning actions based on the results, and communicating with colleagues and other stakeholders about any phase of that process.*

### 8.1 GUIDING QUESTIONS

- Who are the key individuals in your program who actively design, manage, or respond to the program assessment process? (There are options for primary and secondary planners to help direct communications, support, and outreach effectively.)
- Who leads your program’s assessment efforts? (Select “primary contact” for these people.)
- Who collaborates with or supports your primary planner(s)? (Select “secondary contact” for these people.)

Please submit one item for each person and update the item(s) as needed. The item is short and quick to complete, asking for first and last names, email, primary vs. second contact, and position/status (e.g., faculty, staff, student).