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.

2019-2020 Assessment Plan Report for WSU Assessment

Prepared by Dr. Cathy Barrette,
WSU Director of Assessment

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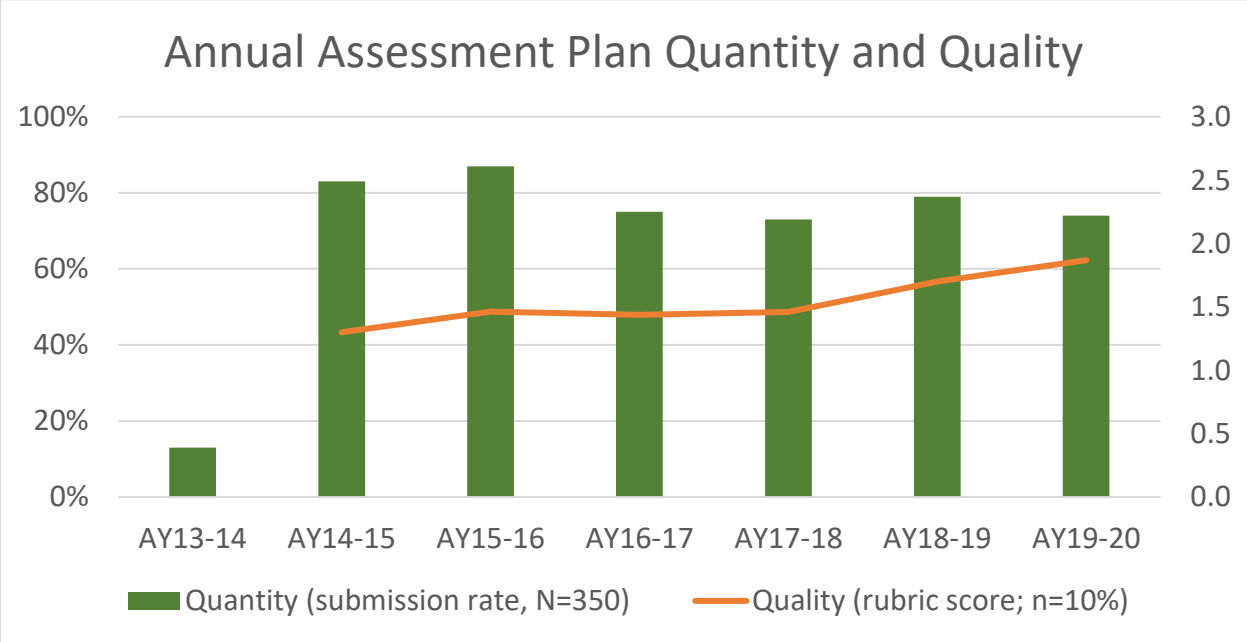
EXECUTIVE SUMMARY

The 2019-2020 academic year (AY19-20) was the sixth year in which an institutional assessment of the state of assessment was carried out. This ongoing work contributed to Wayne State 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.

AY19-20 was significantly impacted by the coronavirus pandemic, which forced a sudden shift to remote learning in March 2020, modifications to assessment processes and requirements, and delayed timelines for related activities. Modifications included the introduction of a qualitative analysis alternative to regularly planned data collection, a reduction in the required number of learning outcomes to assess from two to one, and a three-month extension of the reporting cycle.

Despite the challenges of the pandemic, the quality of assessment planning as measured by our annual review of 10% of assessment plan continues its upward trajectory, although the submission rate dipped somewhat:



A second large change in assessment has been successfully implemented in the General Education program. The General Education Oversight Committee began a major overhaul of its assessment in January 2018, approved a cycle and process for assessing its eleven designations in April 2018, and continues the development of related processes, tools, and reporting.

Gen Ed assessment results from the first two cycles of the new assessment process (prior to Canvas implementation) were analyzed and reported to the GEOC. The relevant designations were Basic Composition, Intermediate Composition, Oral Communication, Diversity, Equity & Inclusion, Quantitative Experience, and Social Inquiry. Summary reports are posted on the provost's website.

In further support for Gen Ed assessment, the provost approved funding for a Gen Ed fellowship program, which formalizes a set of faculty roles in the development, communication, and reporting of Gen Ed assessment and provides stipends to the individuals in those roles. Support for the fellowship program is included in the university budget for several years.

In another major change in assessment processes, assessment leaders benefitted from the shift to Planning, the new version of the Compliance Assist online assessment tool. Planning provides a more user-friendly interface, fewer clicks to complete tasks, auto save to avoid lost work, and additional user controls within program entries. Communications and training related to this shift also provided an opportunity to encourage proactive, ongoing data collection, analysis and action planning rather than the typical end-of-cycle approach.

These changes responded to action items from the AY18-19 assessment and were successfully implemented and incorporated into this year's assessment. AY19-20 efforts and assessment results show a maturing culture of assessment with significant progress since AY14-15.

Funding provided by the Office of the Provost and support from the Associate Provost for Academic Programs and Associate Vice President for Institutional Effectiveness 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:

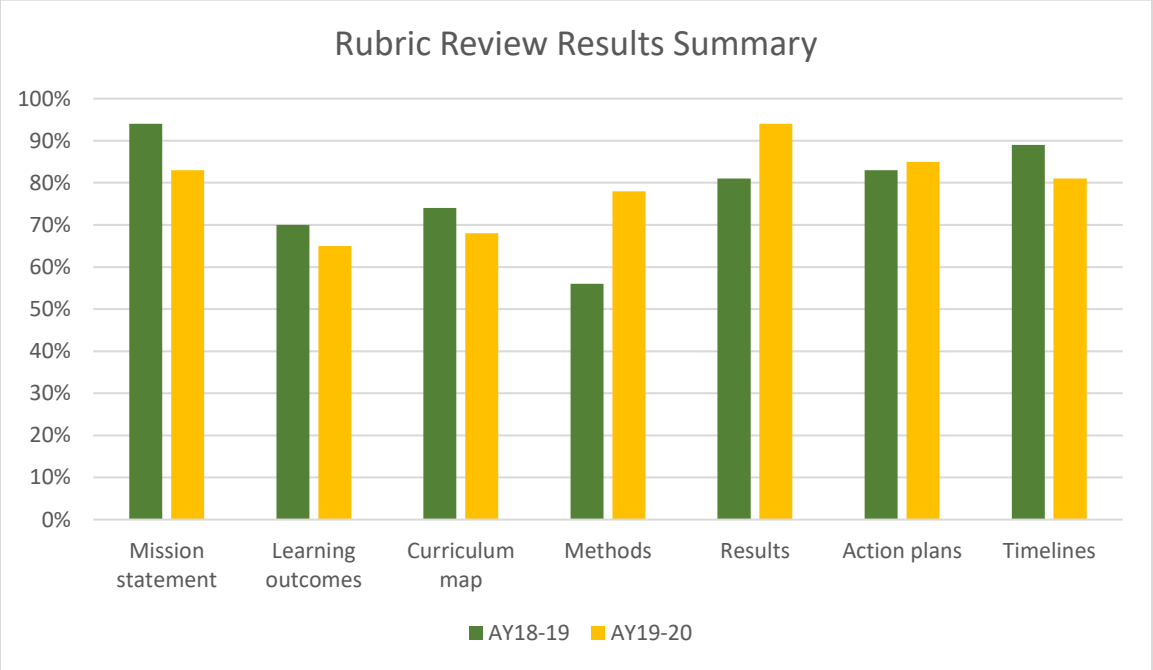
New	Ongoing
• carrying out a self-study of assessment practices using the national Excellence in Assessment guidelines and rubric to identify areas for development and submit an application for the award • launching the new assignment-based assessment method and rubrics for the revised General Education program in three Gen Ed designations (DEI, QE, SI) • offering General Education program assessment training, including live workshops and a website with tutorials and other resources • developing and piloting the next set of Gen Ed rubrics (CIV, NSI, WE) • creating institutional and instructor-level reports of Gen Ed assessment results and supporting training materials	• soliciting proposals for the WSU Program Assessment Grants to improve programs' assessment practices • disbursing 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, now including Gen Ed assessment • promoting the annual assessment timeline • monthly reporting of assessment documentation to encourage proactive participation

For the AY19-20 assessment, the director of assessment and the University Assessment Council implemented assessments for six outcomes and three program goals. Target levels of improvement were fully met for three outcomes and goals, and partially met for five goals. The target for one goal (documentation submissions) was not met. The improvement in the quality of learning outcomes is encouraging and corresponds to efforts to support programs in this area; helping programs use those outcomes to improve the curriculum maps will be a focus of AY20-21 and beyond.

Data sources included:

- the review of 33 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 834 (non-unique) attendees across 253 events, interactions, and activities.

Comparing programs reviewed in AY18-19 to AY19-20, results from the rubric reviews revealed an increase in the number of programs meeting quality standards in three assessment plan sections this year, and a decrease in four. The three improved areas have been the focus of professional development and consultations.



Recognition efforts continued in 2019-2020:

- Email announcements and Today@Wayne story announcing WSU Assessment Grant recipients
- 2019 Assessment Recognition Luncheon hosted by President M. Roy Wilson and Provost Keith E. Whitfield and attended by 63 faculty, staff, and students
- Posters displayed at the luncheon and later across campus and online to recognize:
    - 10 programs for a well-designed and implemented assessment that led to a clear action to improve the program

    - 5 programs that were awarded the 2019 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 6 WSU presenters at the 2019 IUPUI Assessment Institute.

For 2020-2021, 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. We will also focus attention on the uses of well-designed curriculum maps and on aligning assessment and specialized accreditation reporting.

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 2019-2020 to continue building the culture of assessment at Wayne State:

1. carry out a self-study of assessment practices using the national Excellence in Assessment guidelines and rubric to identify areas for development and submit an application for the award
2. launch the new assignment-based assessment method and rubrics for the revised General Education program in three Gen Ed designations
3. offer General Education program assessment training, including live workshops and a website with tutorials and other resources
4. develop and pilot the next set of Gen Ed rubrics
5. create institutional and instructor-level reports of Gen Ed assessment results and supporting training materials

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. 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.

In 2019-2020, efforts at fulfilling WSU Assessment's mission included the following activities:

Professional development opportunities

- 60 university-level assessment workshops, information meetings, and events
- 81 synchronous individual consultations
- 452 phone or email consultations (a unique increase due to the pandemic)
- 30 rubric report meetings
- 67 meetings of committees discussing assessment activities
- 13 other unique support events, including meetings and feedback on assessment grant proposal drafts
- 652 visits by users to the 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 continuing focus during 2019-2020. 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 2019-2020, the subcommittee completed the design of three new rubrics (Civic Literacy, Natural Scientific Inquiry, and Wayne Experience), data collection for three designations (Diversity, Equity & Inclusion, Quantitative Experience, and Social Inquiry), and reporting for three 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)
- Social Justice Action Committee: Climate Study Working Group
- SWEET (Survey of Warrior Educational Engagement and Transformation) Working 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 the University Assessment Council
- 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
- Campus-wide emails and event postings announcing assessment-related professional development opportunities and deadlines
- School/college assessment committees make council information available at the departmental level.

Recognition of individuals and programs

- A panel of representatives from the 2018 WSU Assessment Grant projects hosted by the provost provided a public forum to recognize their work, promote improvements to assessment practices, and raise awareness of the grant program.
- 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/).
- Due to the pandemic, we were unable to hold the annual recognition luncheon or produce and tour posters highlighting programs' good assessment practices across campus.

Facilitating feedback processes

- University Assessment Council members conducted the sixth annual review of a 10% random sample of assessment plans from across campus to provide feedback to 33 programs regarding best practices in assessment. Due to the pandemic, the reviews were delayed until November 2020 and the corresponding reports were shared with program representatives in Winter 2021 in into discuss the results of the review and provide support for improving assessment practices.

Support for good assessment practices and related scholarship

WSU Assessment Grant Program

- The 2018 grant recipients completed their projects and participated in a public panel hosted by the provost to discuss their work, the benefits of the grant program, and the impact of improving their assessment practices. (Watch the video.)
- The five programs with 2019 WSU Program Assessment Grant awards began their projects, but all were forced to extend their timelines into 2020-2021 due to the pandemic.
- Proposals for the 2020 grant cycle were reviewed and four grants awarded for projects to be carried out in 2020-2021.

Funding for the Scholarship of Assessment

- The provost again provided travel funds to five 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. Performance targets and results are summarized in Table 1. In AY19-20, 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
WSU faculty and staff from academic and co-curricular programs:	**Rubric scores**	**Participation data**	**Target met?**
1. identify the program assessment cycle's stages, purposes, and benefits.	NA	NA	-
2. compose mission statements that reflect best practices	✓	✓	Partially 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.	✓	✓	Partially 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.	NA	NA	-
9. believe that program assessment efforts are valued.	NA	NA	-
10. meet annual assessment plan documentation requirements.	NA	✓	Not met
11. expand the number of individuals engaging in program assessment.	NA	✓	Partially met
12. 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 35 AY19-20 assessment plans from the list of programs in October 2020 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 previous years were excluded from selection in order to broaden the range of faculty and departments involved in the process. Two of the selected programs were ultimately not reviewed because of recently approved program moratoria.

After an intensive training and norming process, UAC members and additional volunteers applied a 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 reviewers; some were scored by three.

Each section of the rubric corresponds to one element of the assessment plan, and thus to learning outcomes 2 through 7. Possible scores on each section included ***Reflects best practices, Meets standards,*** and ***Needs development***. The section scores reflect only sections that programs had submitted by the review date.

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 programs did not submit by the review date.

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 RUBRIC SCORES IN AY19-20:

Several changes to the assessment plan review process were implemented in AY19-20 in response to the pandemic and to previous years' feedback:

- The review was moved from July to November 2020 to allow programs more time to compensate for the March 2020 shift to remote learning. Submission rates were higher in several areas than in the previous year.
- All program assessment leaders received an explanatory email in November to explain the review's goals, selection process, and use of the data in response to feedback from a 2018-

2019 survey. The goal of the email was to reduce anxiety around the process and emphasize its formative nature.
    - Leaders of reviewed programs received a subsequent email to invite them to a post-review conversation about assessment in their programs. A copy of the November email was included for reference.
- Reviewer training changed from in-person to a hybrid model with two asynchronous training videos and activities, and two synchronous norming and scoring sessions.
    - Approximately 1/3 of reviewers did not complete the asynchronous trainings.
- The rubric used for the review was moved from a Word format to Qualtrics delivery.
    - The Qualtrics format facilitated minor modifications and clarifications to the wording of the rubric during training and norming phases to enhance interrater reliability.

2. Participation data:

- **Assessment plan submission rate**: The percentage of required assessment plan documentation submitted to Planning in AY19-20
- **Participation in assessment**: The (new and total) number of:
    - Assessment coordinators
    - Assessment grant collaborators and reviewers
    - Attendees at the 2018 assessment grant recipients' panel (May 2020)
    - Assessment conference presenters
    - Recognition recipients/participants
    - Participants in live professional development events
- **WSU Assessment website traffic**: Number of users and unique page views on the WSU Assessment website (per Google Analytics) between Sept. 1, 2019 and Aug. 31, 2020

Target participation scores for AY19-20, revised in response to the pandemic:

- **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.
- **WSU Assessment website traffic**: Match or exceed the AY18-19 number of users and unique page views on the WSU Assessment and Gen Ed assessment websites (per Google Analytics)

Closing the loop on participation for AY19-20

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. These efforts had mixed results. (See details by learning outcome and program goal below.)

ASSESSMENT RESULTS

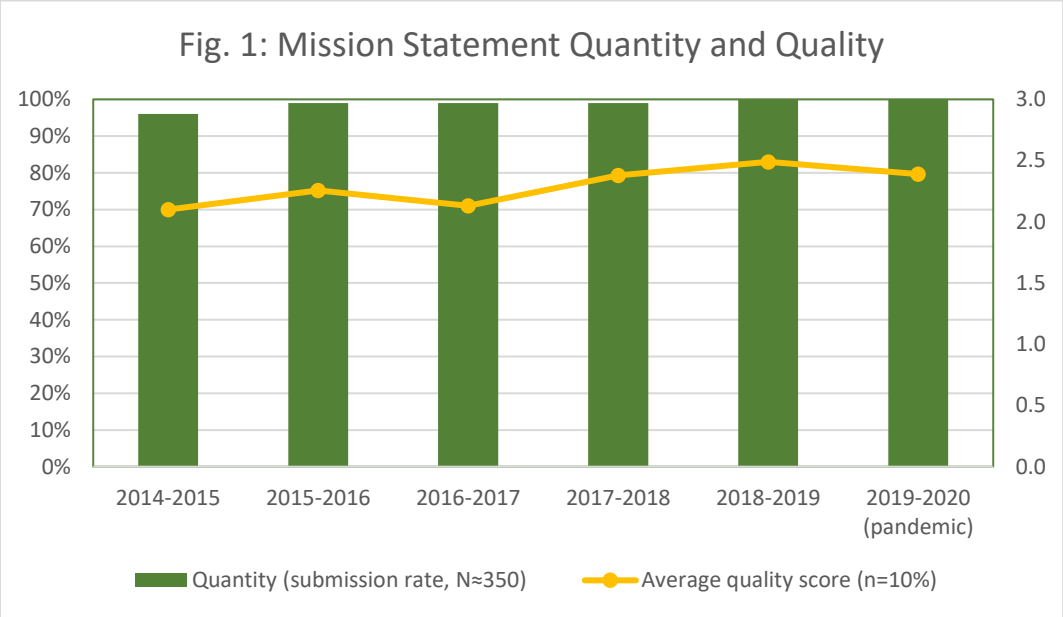
LO1: WSU faculty and staff from academic and co-curricular programs identify the program assessment cycle's stages, purposes, and benefits.

No data for this outcome were collected for 2019-2020

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 L02:

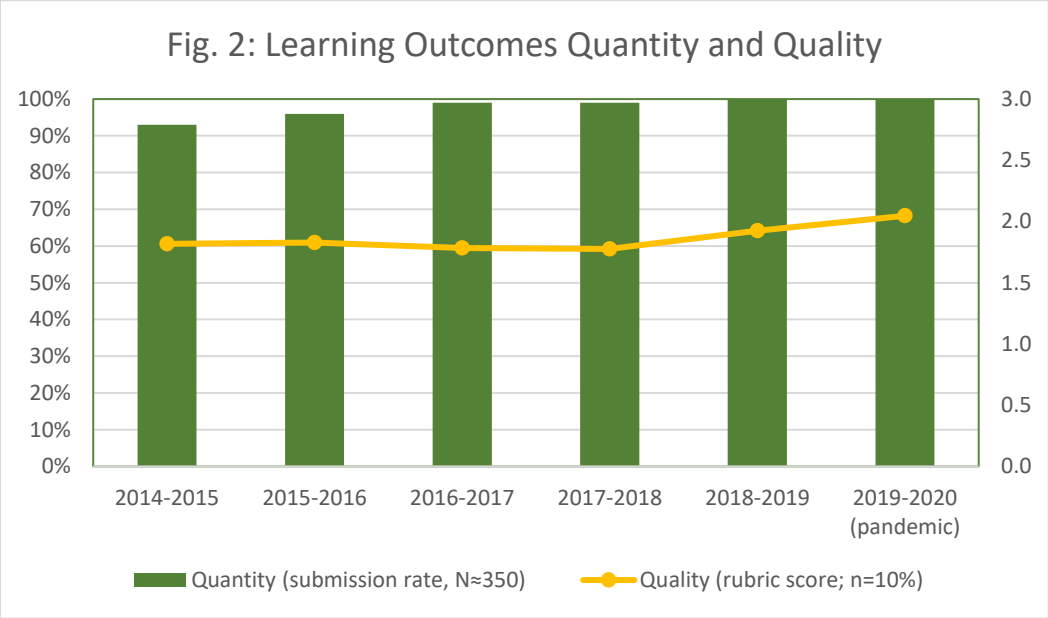
The submission rate for mission statements submitted in AY19-20 is above the 85% target, but the average rubric score dropped slightly from 2.5 in AY18-19 to 2.4 in AY19-20.

The target level of improvement in quantity but not quality was met 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 L03:

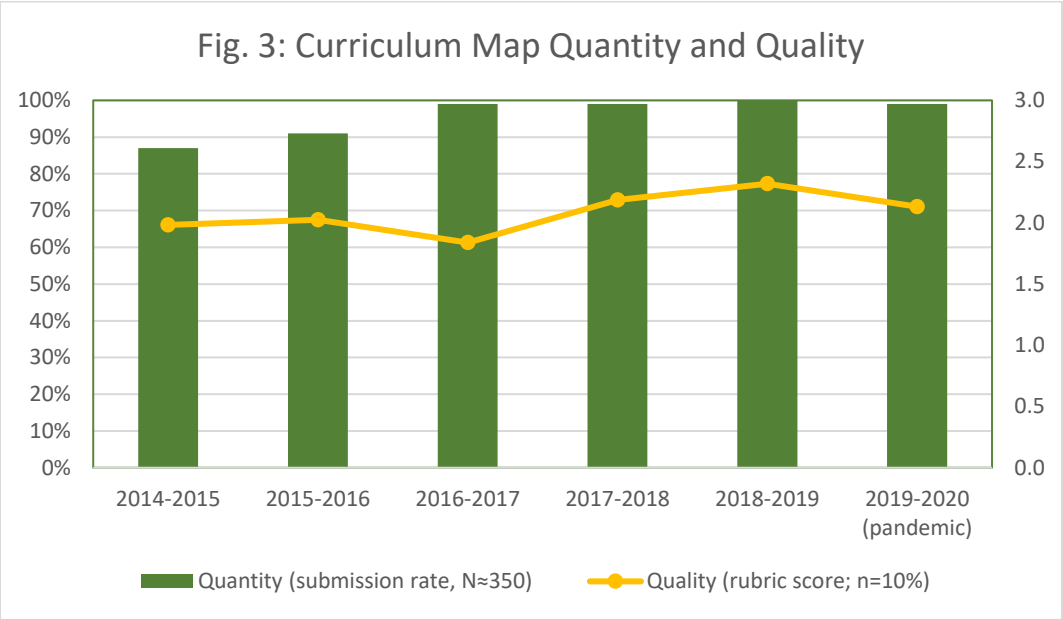
The submission rate for learning outcomes submitted in AY19-20 is above the 85% target, and the average rubric score increase from 1.9 in AY18-19 to 2.0 in AY19-20.

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 L04:

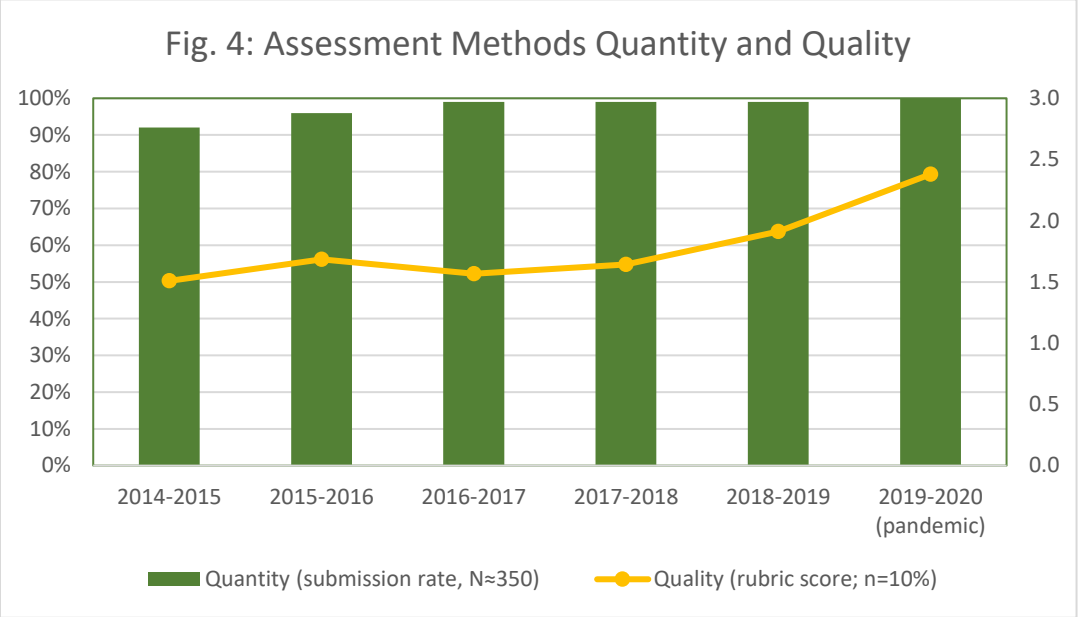
The submission rate for curriculum maps remained above the 85% target, but the average rubric score dropped slightly from 2.5 in AY18-19 to 2.4 in AY19-20.

The target level in quantity but not quality was 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.)



SUMMARY OF RESULTS FOR L05:

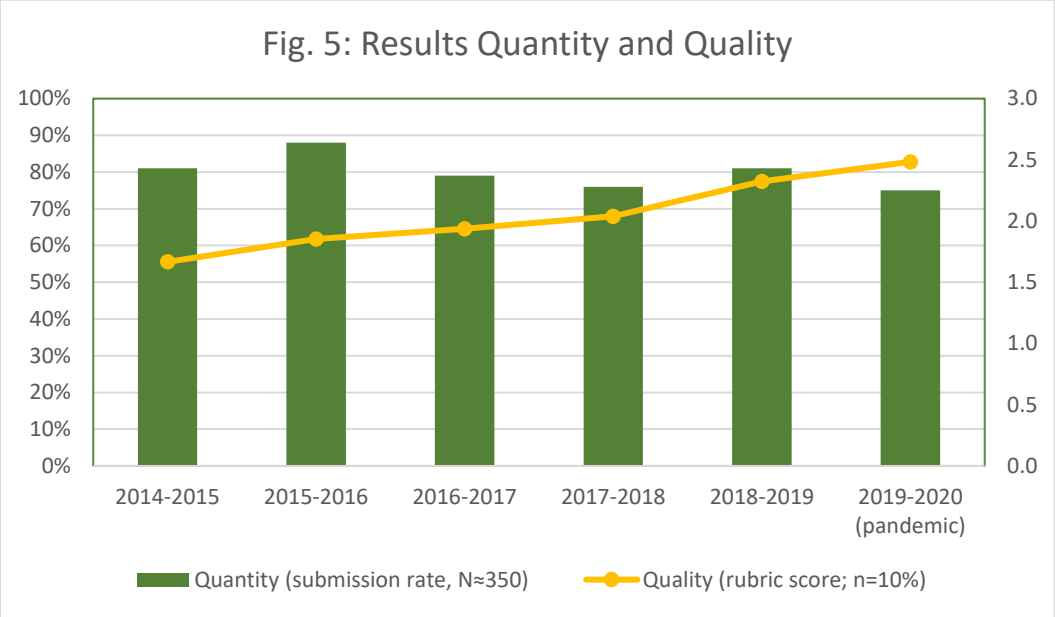
The submission rate for assessment methods remained above the 85% target, and the rubric score rose from 1.9 in AY18-19 to 2.4 in AY19-20.

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

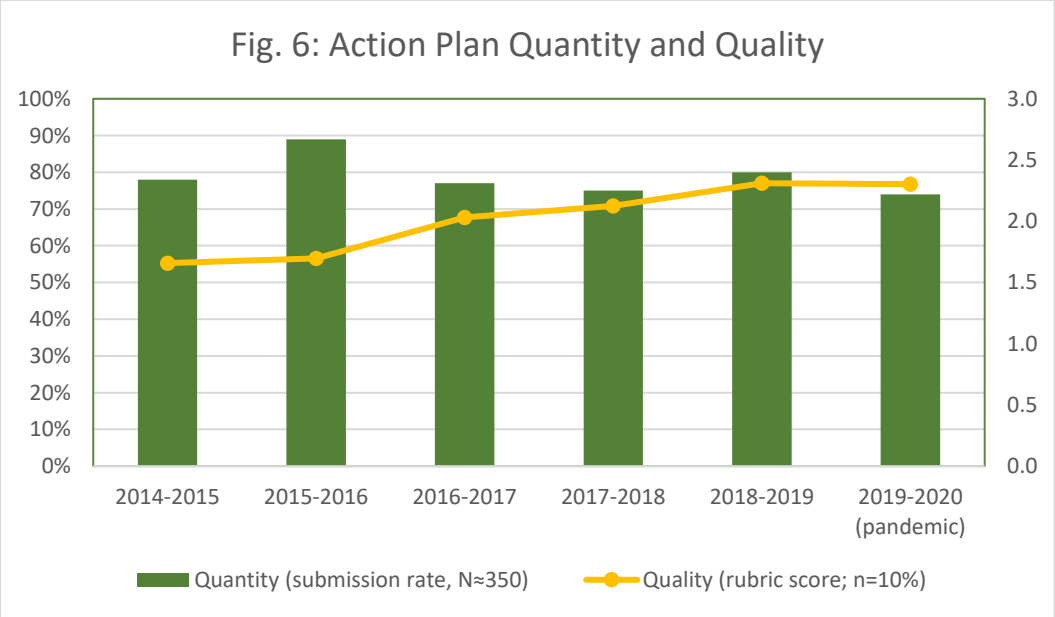
LO6: WSU faculty and staff from academic and co-curricular programs use their assessment data to make logical decisions about what to retain or change in their program.

DATA SOURCES: Rubric scores, Participation data

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



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



SUMMARY OF RESULTS FOR L06:

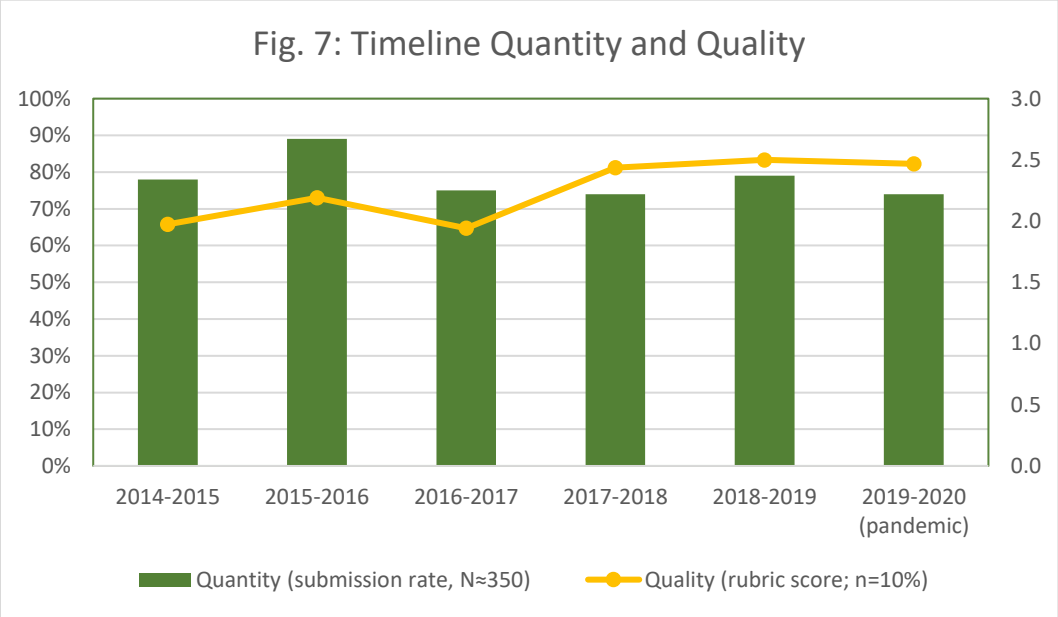
The submission rate for both Results and Action plans dropped from AY18-19 to AY19-20, but the rubric score either rose (Results: from 2.3 in AY18-19 to 2.4 in AY19-20) or held steady (Action plans: 2.3 in both years).

The target level in quality but not quantity was 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 were downloaded three months earlier than in AY14-15, which affected the number of Timeline sections submitted.) (See Figure 7.)



SUMMARY OF RESULTS FOR L07:

The submission rate for timelines dropped from AY18-19 to AY19-20, but the average rubric score remained steady at 2.5.

The target level in quality but not quantity was met for this outcome.

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

No data for this outcome were collected for 2019-2020.

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

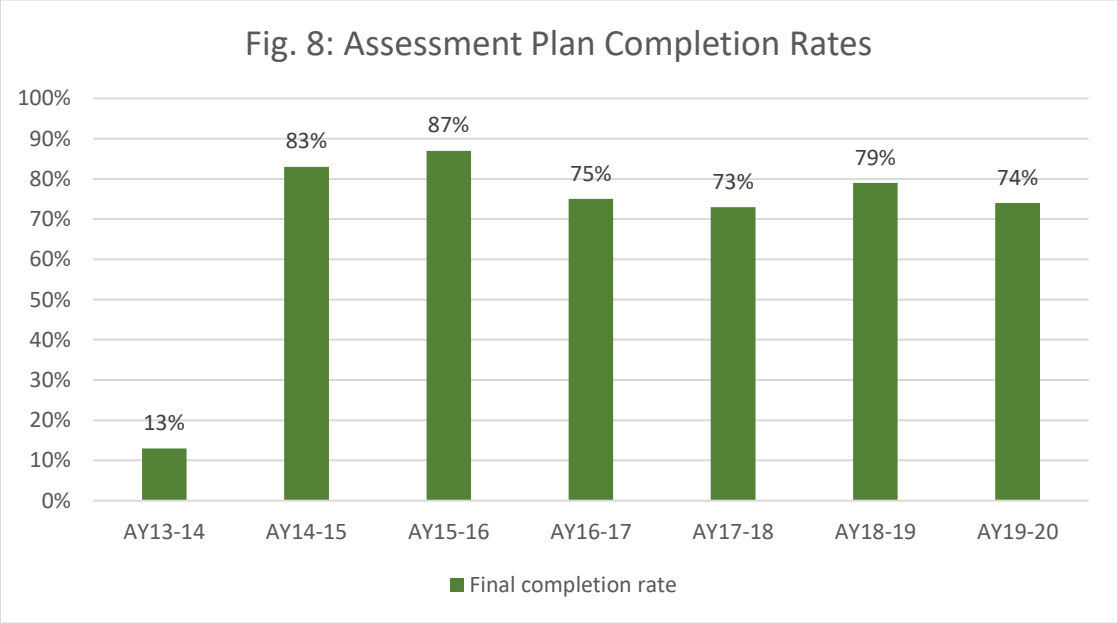
No data for this goal were collected for 2019-2020.

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 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 overall rates since 2013-2014, the first year that programs had access to Compliance Assist, the forerunner of Planning. Figure 8 complements the information for learning outcomes 2 through 7 above.



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 AY19-20 dropped by five percentage points to 74%, which did not meet the target of 79%.

The target level was not 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 9/1/2019 through 8/31/2020, participation in assessment is evidenced through a variety of counts, including the number of individuals participating in (1) assessment events, scholarship, the WSU Program Assessment Grant program, and unit-level assessment roles; and (2) use of the WSU Assessment website. Figure 9 introduces the section with a historical overview of participation. Additional details about specific types of participation and website use 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 2019-2020 year is also unique in the introduction of extensive General Education assessment training plus adjustments for the Covid-19 pandemic.

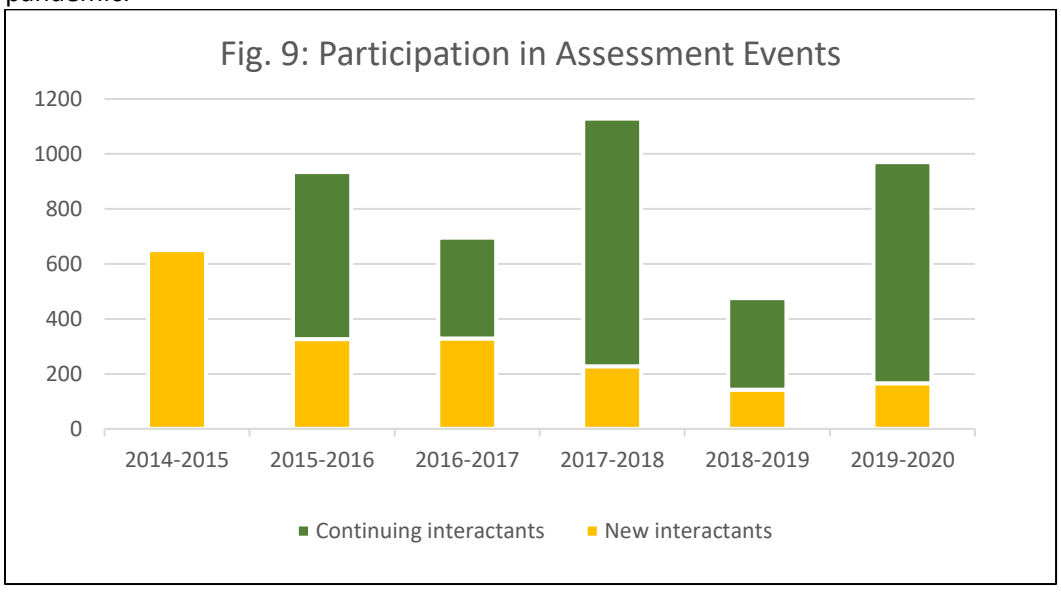


Table 2 provides details regarding the types of participation represented in Figure 9.

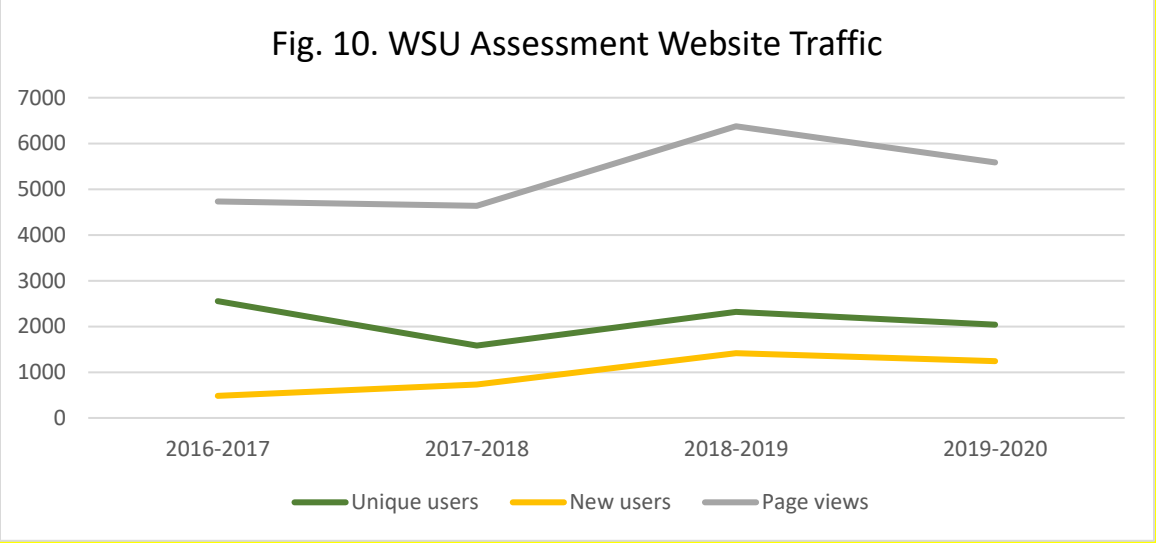
Table 2. Types of Participation

Participation measures		AY19-20 Target (number of individuals)	AY19-20 Results (number of individuals)	Target met?
1.	Participation in assessment:			
a.	Assessment coordinators	147	166	yes
b.	Assessment grant collaborators and reviewers	50	53	yes
c.	Attendance at the 2018 assessment grant recipients' panel (May 2020)	50	70	yes
d.	Assessment conference presenters	5	5	yes
e.	Recognition recipients/participants	75	89	yes
f.	Participation in live professional development events (See PG12 for details.)	628	600	no
	Total participation	**940**	**970**	**yes**
2.	New participants (subset of total)	**147**	**166**	**yes**

Total participation in AY19-20 exceeded AY18-19 participation, as did the number of new participants.

WSU Assessment Website Use (See Figure 10.)

Figure 10 reflects the amount of use of the WSU Assessment website, which houses professional development materials, grant information, assessment process details, and other resources to support faculty, staff, and students participating in assessment.



There were fewer new and total users of the website (https://wayne.edu/assessment/) and fewer page views in 2019-2020 than in the previous year.

SUMMARY OF RESULTS FOR PG11:

Submission rates for website traffic decreased in AY19-20, but participation in live assessment events increased.

The target was partially met.

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

DATA SOURCES: Participation data, 2019 Assessment Grant Final Reports

Participation data (See Table 3)

Participants engaged in a variety of assessment activities through 705 formal and informal 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.

Table 3. Engagement in Professional Development

Professional development opportunities	AY19-20 Target	AY19-20 Results	Target met?
Assessment workshops	>180 attendees	260	yes
Information meetings	>100 participants	133	yes
Individual (live) consultations	>180 consultations	100	no
Annual assessment plan review process	10% of programs	10%	yes
Download of online professional development materials (e.g., assessment handbook, examples, templates, instructions, rubrics, contacts for support people)	>500 downloads	561	yes

While the majority of targets were met, the individual live consultations target was not met. However, the pandemic forced a shift away from in-person interactions, which led to increased reliance on asynchronous interactions via email and chat instead.

SUMMARY OF RESULTS FOR PG12:

Faculty and staff received a variety of professional development opportunities in AY19-20that rely on different modes of delivery, engage **a** large number of stakeholders, and accommodate different group sizes, timing, and needs.

The target was met.

ACTION PLAN and TIMELINE FOR IMPLEMENTATION

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

Table 3 specifies the actions to be taken to improve assessment practices in AY20-21.

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

ACTION PLAN ITEM	**TIMELINE for IMPLEMENTATION and *RESPONSIBLE PARTIES***
For learning outcome 4: Curriculum map quality decreased Communicate the uses of curriculum maps to faculty and staff to motivate more careful and more frequent updating	Started in January 2020 *WSU Director of Assessment and University Assessment Council*
For completion rates (LOs 5 (Results, Action plans) and 6 (Timelines) and PG 11 (Overall completion rates): Dips in submission rates Recognize that AY19-20 rates may not indicate the start of a downward trend, but rather a reasonable outcome of the pandemic. Highlight alignments between program assessment documentation and specialized accreditation requirements to streamline workload.	Started in January 2020 *WSU Director of Assessment and University Assessment Council*

REPORTING TO STAKEHOLDERS

This report will be publicly available online at https://wayne.edu/assessment/.

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