

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

# 2020-2022 Assessment Report for WSU Assessment

Prepared by Dr. Cathy Barrette,  
WSU Director of Assessment

---

# Table of Contents

---

<b>EXECUTIVE SUMMARY</b> .....	3
<b>AY20-22 ASSESSMENT REPORT FOR WSU ASSESSMENT</b> .....	7
<b>HISTORICAL CONTEXT:</b> .....	7
<b>MISSION STATEMENT:</b> .....	8
Supporting activities .....	9
Director of Assessment’s committee participation .....	9
Dissemination of information .....	9
Recognition of individuals and programs .....	10
Facilitating feedback processes .....	10
Funding to support good assessment practices and related scholarship.....	10
WSU Assessment Grant Program.....	10
Funding for the Scholarship of Assessment.....	10
<b>LEARNING OUTCOMES AND PROGRAM GOALS</b> .....	11
<b>ASSESSMENT METHODS</b> .....	13
1. Assessment practices rubric scores: .....	13
2. Participation data:.....	14
<b>ASSESSMENT RESULTS</b> .....	15
LO1: WSU faculty and staff from academic and co-curricular programs identify the program assessment cycle’s stages, purposes, and benefits. ....	15
LO2: WSU faculty and staff from academic and co-curricular programs compose mission statements that reflect best practices .....	15
SUMMARY OF RESULTS FOR L02: .....	15
LO3: WSU faculty and staff from academic and co-curricular/student services programs compose learning outcomes that reflect best practices .....	16
SUMMARY OF RESULTS FOR L03: .....	16
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 .....	17
SUMMARY OF RESULTS FOR L04: .....	17
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. ....	18
SUMMARY OF RESULTS FOR L05: .....	18

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.....	19
SUMMARY OF RESULTS FOR L06: .....	20
LO7: WSU faculty and staff from academic and co-curricular programs carry out their data-driven decisions to improve their program. ....	20
SUMMARY OF RESULTS FOR L07: .....	20
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. ....	21
PG9: WSU faculty and staff from academic and co-curricular programs believe that program assessment efforts are valued. ....	21
PG10: WSU faculty and staff from academic and co-curricular programs meet annual assessment plan documentation requirements.....	21
SUMMARY OF RESULTS FOR PG10:.....	22
PG11: WSU faculty and staff from academic and co-curricular programs expand the number of individuals engaging in program assessment. ....	22
SUMMARY OF RESULTS FOR PG11:.....	24
PG12: WSU faculty and staff from academic and co-curricular programs receive professional development opportunities. ....	24
SUMMARY OF RESULTS FOR PG12:.....	25
<b>ACTION PLAN and TIMELINE FOR IMPLEMENTATION .....</b>	<b>26</b>
<b>STAKEHOLDER ENGAGEMENT .....</b>	<b>27</b>
<b>UNIVERSITY ASSESSMENT COUNCIL MEMBERS IN 2020-2021 .....</b>	<b>28</b>
<b>UNIVERSITY ASSESSMENT COUNCIL MEMBERS IN 2021-2022 .....</b>	<b>29</b>
<b>BIBLIOGRAPHY.....</b>	<b>30</b>

## EXECUTIVE SUMMARY

The 2020-2022 academic years (AY20-21 and AY21-22) were the seventh and eighth years in which an institutional assessment of the state of assessment was carried out. The foundations of this work contributed to Wayne State University receiving the [2020 Excellence in Assessment Designation](#), a national award sponsored by the APLU, AAC&U and NILOA to recognize robust, effective use of good assessment practices across an institution. In addition, in the 2021 Higher Learning Commission Assurance Review, reviewers gave Wayne State the highest possible score (“met”) on criterion 4, which includes our assessment practices.

For the AY20-22 cycles, the director of assessment and the University Assessment Council implemented assessments for six outcomes and three program goals related to assessment quantity, quality, and engagement. Data sources included:

- the review of 70 strategically and randomly selected assessment plans using the assessment plan feedback rubric (35 each year)
- 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 836 and 1001 (non-unique) attendees in AY20-21 and AY21-22, respectively, approximately 25% of whom were new participants.

Target levels of improvement were fully met for four outcomes and two goals, and partially met for two outcomes and one goal. Figure A provides a snapshot of the overall quantity and quality of assessment planning, which dipped from AY19-20 to AY20-21, but subsequently improved for AY21-22. (See Figure A.)

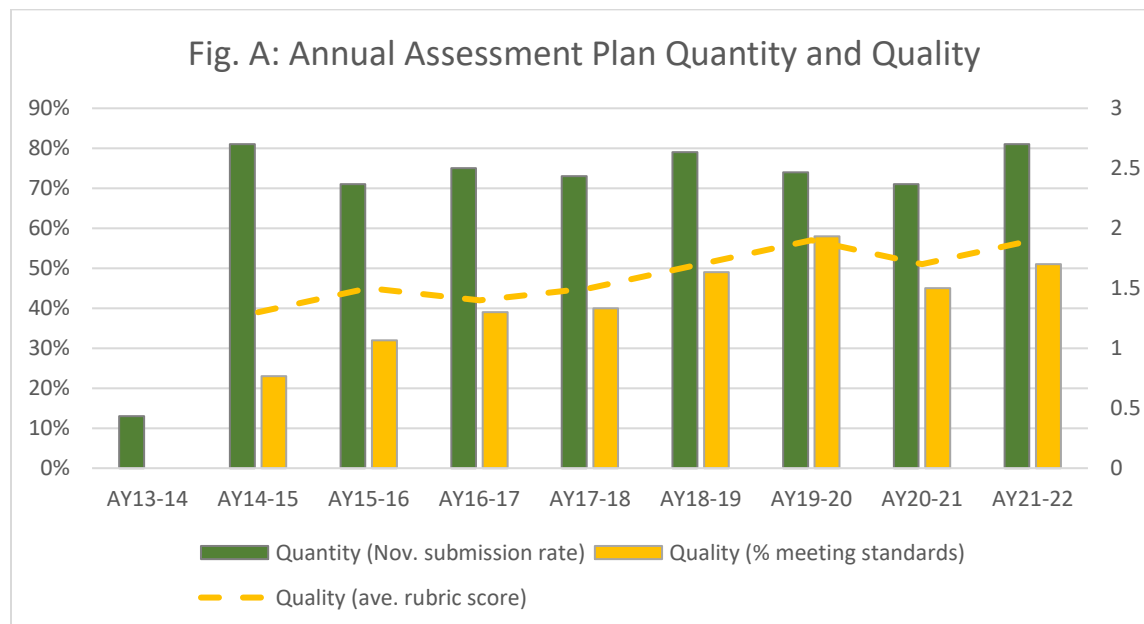
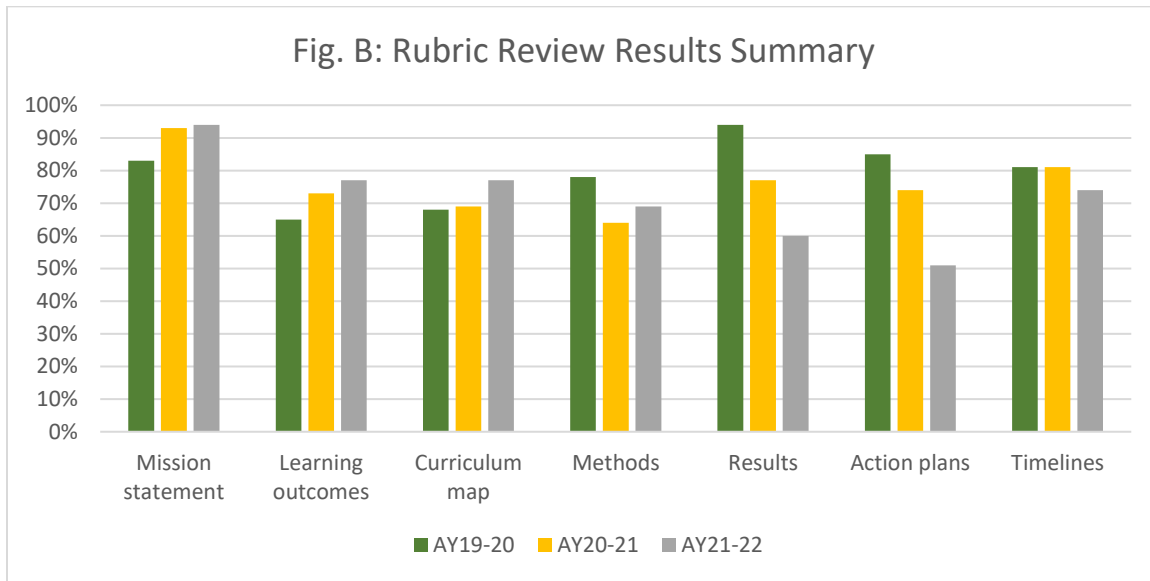


Figure B disaggregates the quality measures by assessment plan element. The quality of mission statements, learning outcomes, and curriculum maps has improved, but methods, results, and action plans continue to be a challenge. Low interrater reliability on the results and action plan sections may also play a role in these results. In AY22-23, additional training in those components will be offered to University Assessment Council members and will be a focus of feedback to programs in AY22-23.



Participation in assessment is a second major focus of this report. Overall participation in live assessment events increased in AY21-22, although the number of new individuals engaging in assessment did not. Related website traffic and use increased as well.

To further expand WSU’s quantity and quality of assessment practices and participation in assessment, the director of assessment will continue offering numerous trainings, consultations, individualized feedback, and online materials as professional development to assessment practitioners across campus, with supplemental support and outreach from University Assessment Council representatives. For example, in response to the AY19-20 action plan, the director of assessment developed and disseminated [toolkits](#) to help assessment leaders at all levels learn about and explain best practices in several key areas: learning outcomes, curriculum mapping, and data analysis and interpretation.

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

Assessment in the General Education program continued to develop in 2020-2022. To support the process, the Office of the Provost funded eight Gen Ed fellows as leaders and liaisons to ensure quality data and instructor engagement. The fellows also served on the General Education Oversight Committee’s (GEOC) assessment subcommittee, led by the direct of assessment. The subcommittee offered numerous workshops to help instructors understand the goals and process of Gen Ed

assessment, posted annotated sample assignments as examples for instructors, developed rubrics for CI, GL, BC, IC, and OC, and collected data from CIV, NSI, WE, CI, and GL courses. The subcommittee also developed and launched a Canvas training course for instructors; 160 instructors have self-enrolled. At the assessment subcommittee’s request, Institutional Research delivered [institutional reports](#) to the GEOC and individual reports of results to instructors in the designations assessed in 2019-2020 and 2020-2021. The assessment subcommittee produced video tutorials to help instructors [read](#) and [use](#) the information in those reports.

New and ongoing efforts to support assessment in AY20-21 and AY21-22 included:

New	Ongoing
<ul style="list-style-type: none"> <li>• a pilot of new items and revised instructions in Planning designed to encourage programs to close the loop (i.e., re-assess an outcome following an intervention) and actively engage stakeholders in their assessments</li> <li>• submission of multi-year evidence of robust involvement in good assessment practices in support of the Higher Learning Commission’s 4<sup>th</sup>-year Assurance Review for accreditation for criteria 3A and 4B</li> <li>• the launch of instructor engagement workshops to guide Gen Ed instructors through reading, interpreting, and using their assessment reports for course and program improvement</li> <li>• creation of a Canvas course in collaboration with Gen Ed fellows to train Gen Ed instructors in aligning assignments with Gen Ed learning outcomes and participating in Gen Ed assessment processes</li> <li>• dissemination of revised Assessment Conversation Calendar segments at key intervals to encourage assessment practitioners’ ongoing engagement with assessment</li> <li>• customized reporting directly to chairs and directors</li> <li>• service on WSU’s Excellence in Academic Advising in the Urban Ecosystem’s steering committee</li> <li>• intensive participation in the development and piloting of SWEET (Survey of Warrior Educational Engagement and Transformation)</li> <li>• establishing parameters for assessment in dual title PhDs in Urban Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• professional development workshops, including Gen Ed assessment</li> <li>• the WSU Program Assessment Grants program, which supports improvements to programs’ assessment practices</li> <li>• disbursement of funds to support conference presentations on learning outcomes assessment</li> <li>• individual meetings with programs to provide feedback and support</li> <li>• updates to the WSU Assessment website’s tutorials, content, event listings, and good assessment examples</li> <li>• promotion of the annual assessment timeline</li> <li>• periodic reporting of assessment documentation to encourage proactive participation to division leaders and University Assessment Council members</li> <li>• support for aligning annual assessment documentation with specialized accreditation requirements</li> <li>• presentations at national assessment conferences to raise the profile of WSU</li> </ul>

For 2022-2023, the WSU director of assessment and the University Assessment Council will continue providing individualized feedback and other professional development opportunities, integrating training for council members on high quality assessment methods and results, 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 highlight the uses of well-designed curriculum maps and the alignment of assessment and specialized accreditation reporting in individual and group consultations.

# AY20-22 ASSESSMENT REPORT FOR WSU 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.

Sustained efforts to establish a culture of assessment at Wayne State began in Fall 2012 with the initial licensing of Compliance Assist, an online repository for program assessment documentation. The subsequent year saw workshops and communications to onboard faculty and staff to assessment processes. Despite these efforts, campus-wide progress in assessment was sporadic and slow.

To address this situation, the provost hired a Director of Assessment in September 2014 to enhance campus-wide assessment participation and practices with initiatives such as:

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. Annual reviews of a sample of programs' assessment plans with individual follow-up meetings to provide support
8. Standardized monthly reporting of assessment plan documentation to the Provost's office, deans, and University Assessment Council, and presented as relevant to other groups
9. Recognition events, including an annual luncheon for assessment practitioners hosted by the president and the provost
10. Systematic assessment of the General Education program
11. Better integration of program assessment efforts into Academic Program Review

Several new efforts were undertaken in 2020-2022 to continue building the culture of assessment at Wayne State:

1. Celebration of Wayne State's Excellence in Assessment designation, a national award recognizing the growth and integration of assessment practices across the institution
2. University Assessment Council involvement in reviewing and refining the argument and evidence for criteria 3A and 4B for the 2021 Higher Learning Commission Assurance Review. HLC reviewers gave both criteria the highest possible score.
3. General Education program assessment training, including live workshops, a [website](#) with tutorials and other resources, and a Canvas training course for instructors



4. Institution- and instructor-level assessment reporting in six Gen Ed designations (DEI, QE, SI; CIV, NSI, WE)
5. Revision and piloting of the CI, GL, BC, IC, and OC Gen Ed rubrics
6. Data collection in CIV, NSI, WE, CI and GL courses
7. New categorization of the Student Services programs in response to the Higher Learning Commission's 2020 guidance on co-curricular programs, which led to new or revised assessment plan templates and reporting timelines for some of the subgroups to better meet their assessment goals and office workflow.
8. New documentation and training to support users adopting the new and revised assessment plan templates for the Student Services programs.
9. Piloting of new or revised assessment plan items to encourage all programs to close the loop and actively engage stakeholders in their assessments in place of passive reporting.
10. Customization of messaging to chairs and assessment coordinators to encourage ongoing assessment efforts throughout the annual cycle.

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

## MISSION STATEMENT:

---

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

- offering professional development opportunities in program assessment, such as workshops, group and individual consultations, training videos, presentations, peer forums, and written documentation
- disseminating information about program assessment through peer support structures (university, college/school /division, and departmental program assessment committees; program assessment coordinators) and online at <http://wayne.edu/assessment>
- recognizing individuals and programs for their exemplary progress and scholarly presentations or publications in assessment
- facilitating feedback processes to improve the quality of programs' assessment plans
- identifying funding sources to support good assessment practices and related scholarship

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

### *Supporting activities*

In 2020-2022, efforts at fulfilling WSU Assessment's mission included a variety of professional development activities, including:

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

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

The director of assessment has an intensive role in assessment of the General Education (Gen Ed) program that provides opportunities for professional development at each phase of the cycle as well. The director leads the General Education Oversight Committee's Assessment Subcommittee and manages the General Education Fellows program. In 2020-2022, the subcommittee completed multiple phases of the assessment cycle for the eleven Gen Ed designations:

- **Basic Composition (BC), Intermediate Composition (IC), and Oral Communication (OC):** revision and piloting of the learning outcomes and rubrics
- **Civic Literacy (CIV), Natural Scientific Inquiry (NSI), and Wayne Experience (WE):** data collection (in collaboration with Canvas Administration); reporting (in collaboration with Institutional Research)
- **Cultural Inquiry (CI), Global Learning (GL):** revision and piloting of the learning outcomes and rubrics; data collection; reporting; instructor engagement in action planning
- **Diversity, Equity, and Inclusion (DEI), Quantitative Experience (QE), and Wayne Experience (WE):** reporting; instructor engagement in action planning

### *Director of Assessment's committee participation*

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

- Council of Undergraduate Administrators (CUA)
- General Education Oversight Committee (GEOC)
  - GEOC Assessment Subcommittee
- Higher Learning Commission Steering Committee
- University Assessment Council (UAC) (chair)
- SWEET (Survey of Warrior Educational Engagement and Transformation) Working Group
- Excellence in Academic Advising in the Urban Environment (EAA) steering committee

### *Dissemination of information*

- Information meetings and monthly "assessment conversation calendar" outreach to encourage ongoing assessment discussions and planning
- Frequent progress reports of assessment documentation submitted by each program sent to the provost, deans, chairs, other unit 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
  - School/college assessment committees make council information available at the departmental level.
- Campus-wide emails and event postings announcing assessment-related professional development opportunities and deadlines
  - Outreach expanded to include customized messaging for chairs, and assessment coordinators

### *Recognition of individuals and programs*

- A virtual panel of representatives from the 2020 and 2021 WSU Assessment Grant projects hosted by the provost's office 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/>)
- Individualized thank-you letters from the provost to assessment leaders
- 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 annual review of a 10% random sample of assessment plans from across campus to provide feedback to 35 programs each year regarding best practices in assessment. Corresponding reports were shared with program representatives in individual meetings to discuss the results of the review and provide support for improving assessment practices.

### *Funding to support good assessment practices and related scholarship*

#### WSU Assessment Grant Program

- The 2020 and 2021 grant recipients completed their projects and participated in a public panel hosted by the provost's office to discuss their work, the benefits of the grant program, and the impact of improving their assessment practices. (Panel videos and final reports are posted on the [grant website](#).)
- Proposals for the 2022 grant cycle were reviewed. [Six grants](#) were awarded for projects to be carried out in 2022-2023.

#### Funding for the Scholarship of Assessment

- Although the provost again allocated travel funds for faculty and staff giving presentations at professional scholarly conferences on learning outcomes assessment, most conferences were delivered virtually until spring 2022, so few requests for funds were submitted.

## LEARNING OUTCOMES AND PROGRAM GOALS

The success of the above efforts was assessed with respect to a set of specific learning outcomes and program goals. Assessment methods and results are summarized in Table 1. Data sources included assessment plan rubric scores, participation data, or both. Details of the methods and results are provided in the remainder of this report.

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

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



# ASSESSMENT METHODS

---

The outcomes and goals were assessed through two methods:

## *1. Assessment practices rubric scores:*

The WSU Director of Assessment selected 35 assessment plans from the list of programs in July 2021 and 2022 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.

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](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 (3 pts)**, **Meets standards (2 pts)**, and **Needs development (1 pt)**. The section scores reflect only sections that programs had submitted by the review date. If a program did not submit a section, reviewers marked it as **Not submitted**.

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

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 AY20-21 and AY21-22 RUBRIC SCORES:

Several decisions related to the assessment plan review process were implemented in AY20-21 and AY21-22 in response to the pandemic and to previous years' feedback:

- The assessment plan review was returned to July (from November in 2020 only) to align with the normal, non-pandemic cycle.
- Positive feedback from programs led to the decision to continue pre-review messaging to all program assessment leaders to explain the review's goals, selection process, and use of the

data. 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 initial email was included for reference.
- Positive feedback from reviewers regarding the use of Qualtrics to conduct reviews led to the decision to continue using Qualtrics for this process.
- Virtual university- and college-level “coffee hours” were offered to raise awareness of assessment expectations and resources and provide additional opportunities for programs to get answers to their questions.

## *2. Participation data:*

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

Target participation scores:

- **Assessment plan submission rate:** The long-term benchmark for success is an average >84% completion. If a section has not reached that benchmark yet, the year-to-year target is a percentage that meets or exceeds the previous year’s percentage.
- **Participation in assessment:** The target is for the current year’s rate for new and total participants to meet or exceed the previous year’s rate.
- **WSU Assessment website traffic:** Match or exceed the previous year’s number of users and unique page views on the WSU Assessment website (per Google Analytics)

Closing the loop on participation for AY20-21 and AY21-22

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

## ASSESSMENT RESULTS

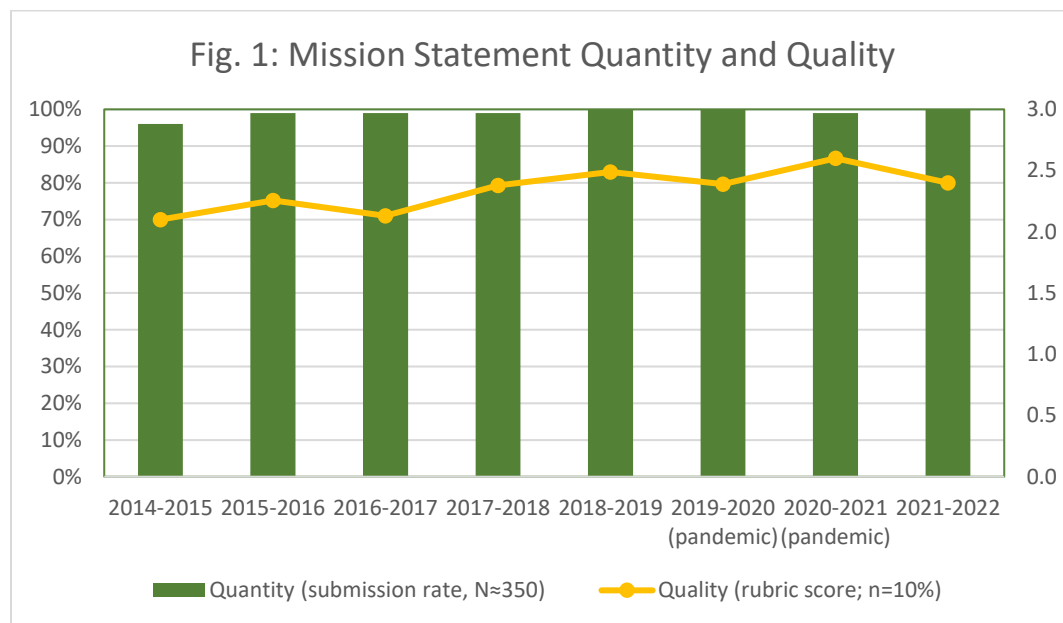
*LO1: WSU faculty and staff from academic and co-curricular programs identify the program assessment cycle's stages, purposes, and benefits.*

No data for this outcome were collected for 2020-2022

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

DATA SOURCES: Rubric scores, Participation data

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



### SUMMARY OF RESULTS FOR LO2:

The submission rate for mission statements submitted in AY20-21 and AY21-22 was above the 85% target. While the average rubric score increased from 2.4 in AY19-20 to 2.6 in AY20-21, it dipped back to 2.4 in AY21-22.

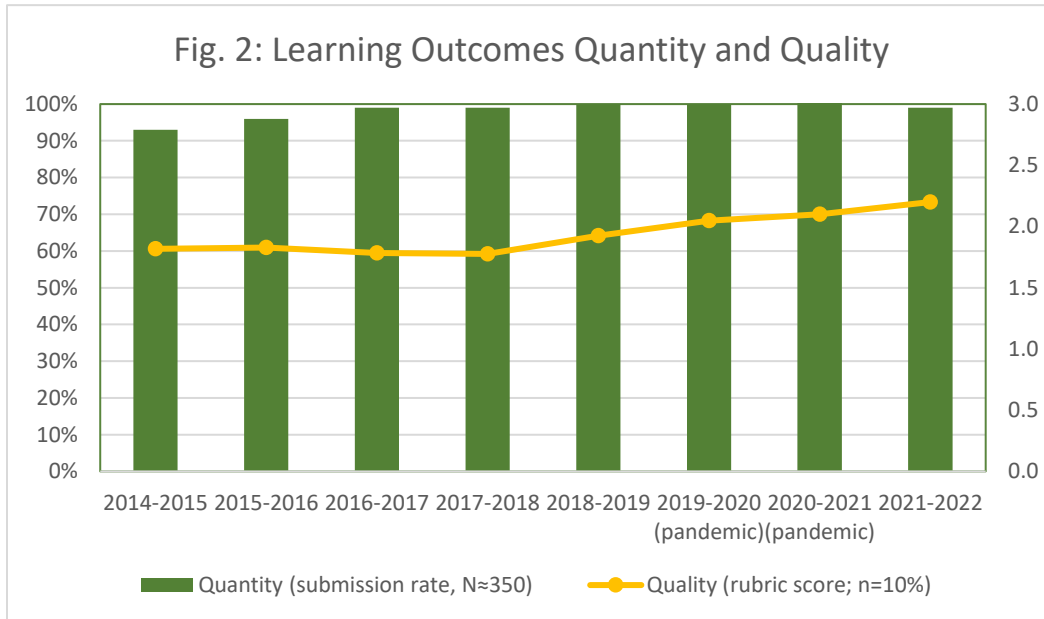
**The target level was met for quantity but not quality for this outcome.**



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

DATA SOURCES: Rubric scores, Participation data

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



SUMMARY OF RESULTS FOR LO3:

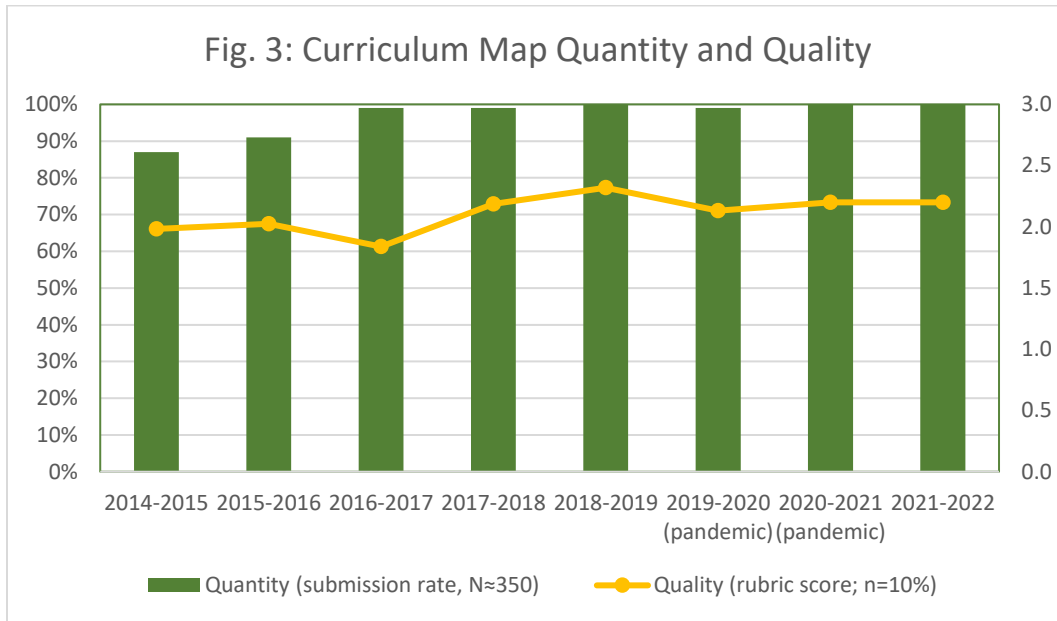
The submission rate for learning outcomes submitted in AY20-21 and AY21-22 was above the 85% target, and the average rubric score increase from 2.0 in AY19-20 to 2.1 in AY20-21 and 2.2 in AY21-22, meeting the short-term improvement target.

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

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

DATA SOURCES: Rubric scores, Participation data

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



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

SUMMARY OF RESULTS FOR LO4:

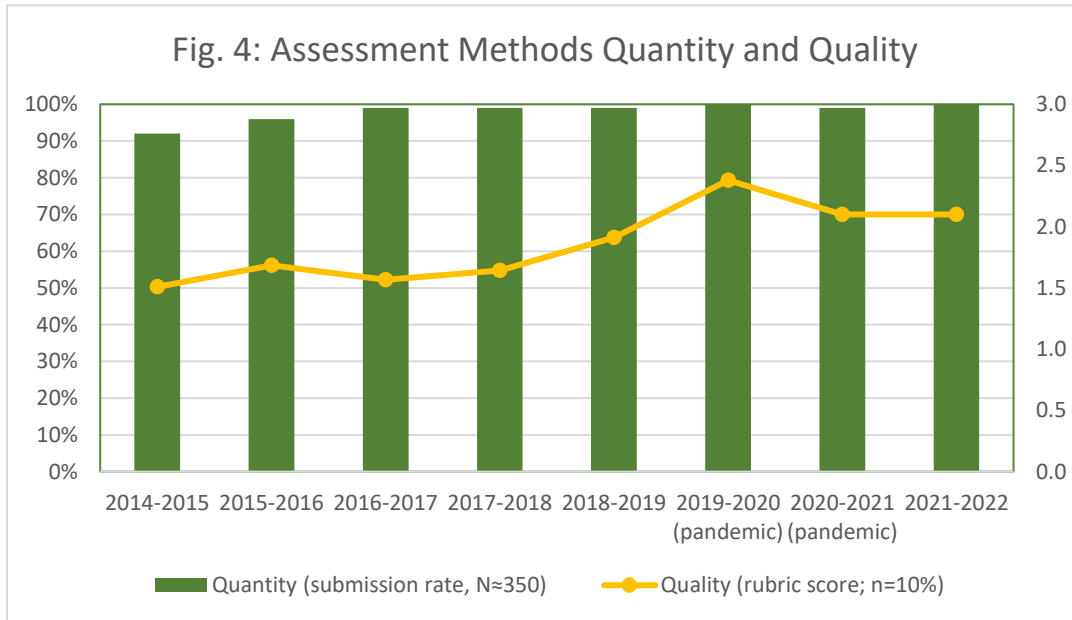
The submission rate for curriculum maps remained above the 85% target in both AY20-21 and AY21-22. The average rubric score increased slightly from 2.1 in AY19-20 to 2.2 in AY20-21 and AY21-22, meeting the short-term improvement target.

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

*L05: 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:

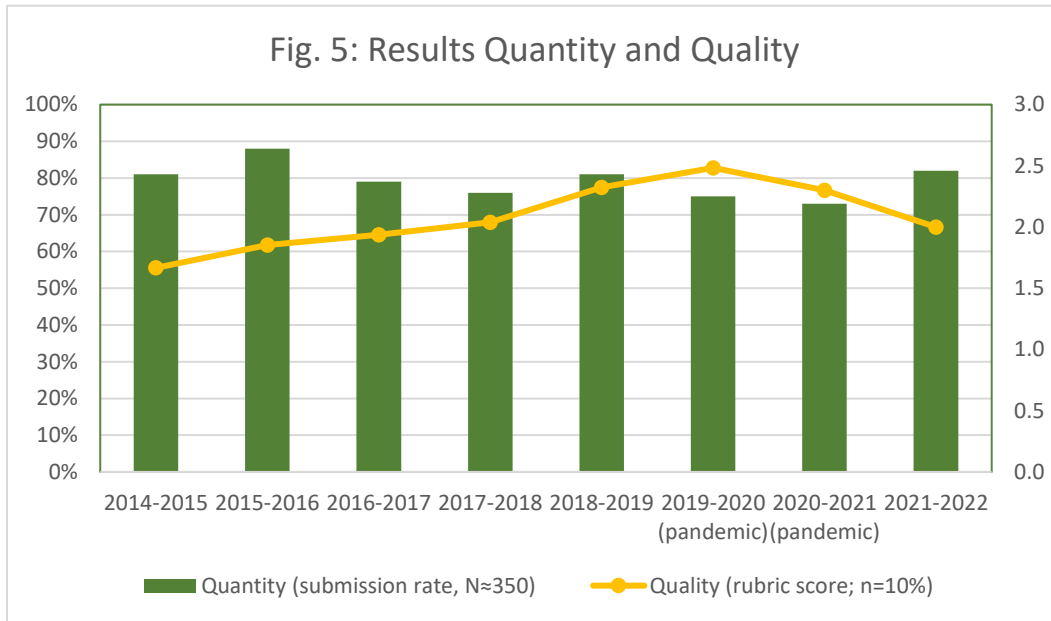
The submission rate for assessment methods remained above the 85% target, but the rubric score dropped considerably from 2.4 in AY19-20 to 2.1 in AY20-21 but sustained that level in AY21-22.

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

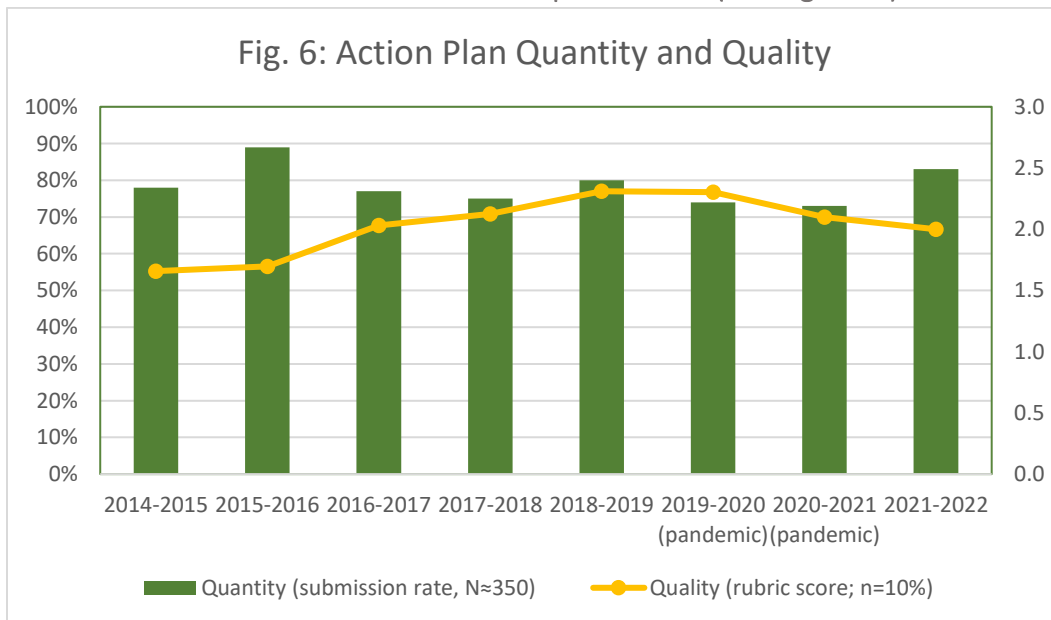
*LO6: WSU faculty and staff from academic and co-curricular programs use their assessment data to make logical decisions about what to retain or change in their program.*

DATA SOURCES: Rubric scores, Participation data

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



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



SUMMARY OF RESULTS FOR L06:

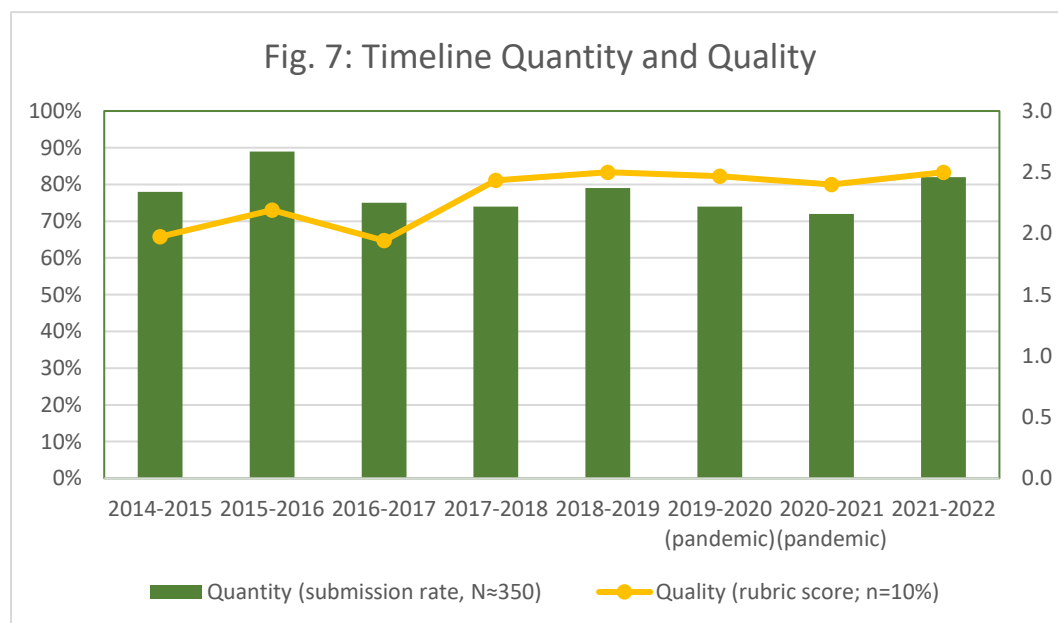
The submission rate for both Results and Action plans dropped from AY19-20 to AY20-21 but rose again in AY21-22, thus meeting the short-term improvement target in the second year. However, the average rubric score in both areas dropped both years

**The short-term quantity improvement target was met for this outcome, but not the quality target. As such, the LO6 target was partially met.**

*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 and the average rubric score for timelines dropped from AY19-20 to AY20-21, but both increased in AY21-22, thus meeting the short-term improvement targets in both areas.

**The target was met for both quality and quantity 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 2020-2021. A new data point was piloted in AY21-22, the “Method History” and will be reported for the first time in AY22-23.

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

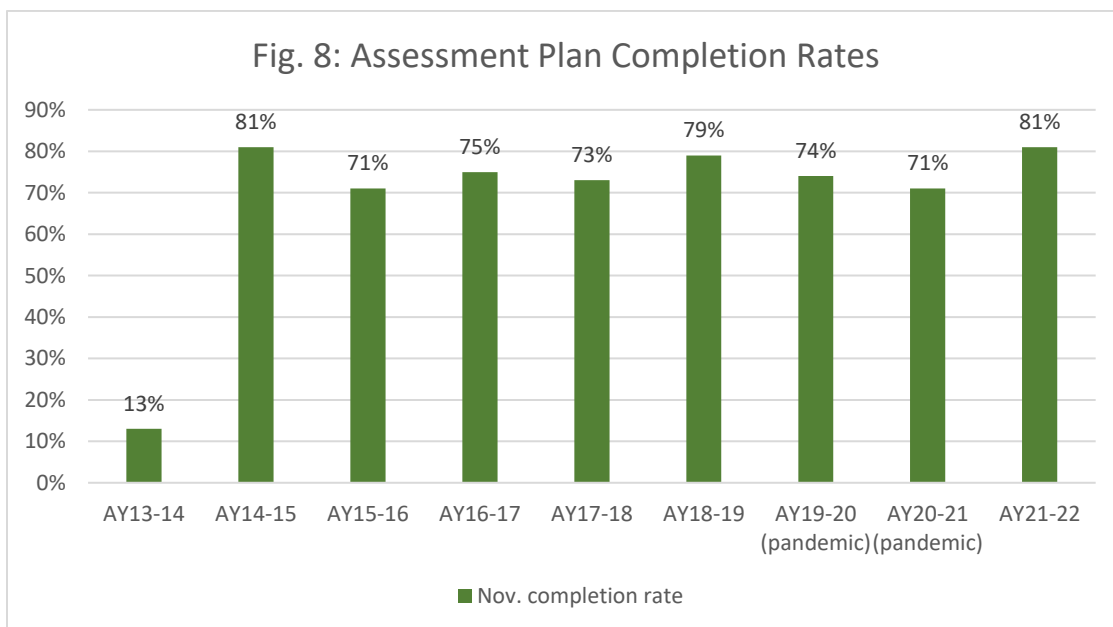
No data for this goal were collected for 2020-2022.

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

DATA SOURCE: Participation data

Participation data: Assessment plan completion report

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



## SUMMARY OF RESULTS FOR PG10:

Completion rates decreased in each pandemic year but rose considerably in AY21-22 following concerted outreach from the provost and deans and customized messaging and reporting from the Director of Assessment to chairs, directors, and assessment coordinators. The recent increase met the short-term improvement target.

**The target level was met for this goal.**

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

DATA SOURCE: Participation data

For the period of 9/1/2020 through 8/31/2022, 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 2019-2021 years are also unique in the introduction of extensive General Education assessment training plus adjustments for the Covid-19 pandemic.

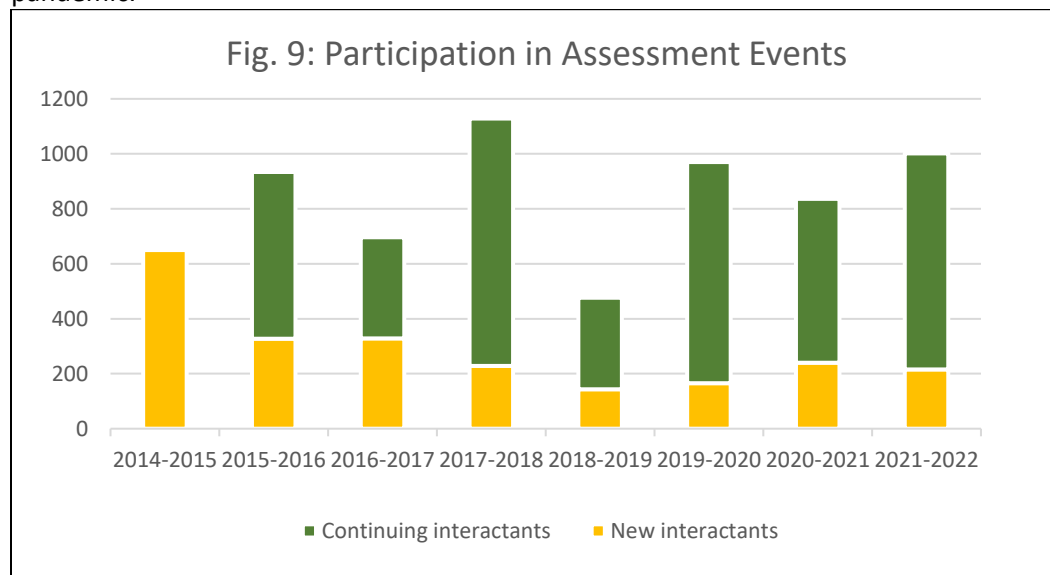


Table 2 provides details regarding the participants represented in Figure 9.

Table 2. Participant Groups

Total vs. new participants	AY19-20 (number of individuals)	AY20-21 (number of individuals) (NB: pandemic limited events)	AY21-22 (number of individuals) (NB: pandemic limited events)	Target met? (Match or increase)
<b>1. Participant groups</b>				
a. Assessment coordinators	166	189	226	yes
b. Assessment grant collaborators and reviewers	53	20	69	yes
c. Attendees at the assessment grant panel	70	68	48	no
d. Assessment conference presenters	5	11	10	no
e. Recognition recipients/participants	89	118*	96	yes
f. Participants in live professional development events (See PG12 for details.)	600	430	552	yes
<b>Total participation</b>	<b>970</b>	<b>836</b>	<b>1001</b>	<b>yes</b>
<b>2. New participants (subset of total)</b>				
	<b>166</b>	<b>240</b>	<b>216</b>	<b>no</b>

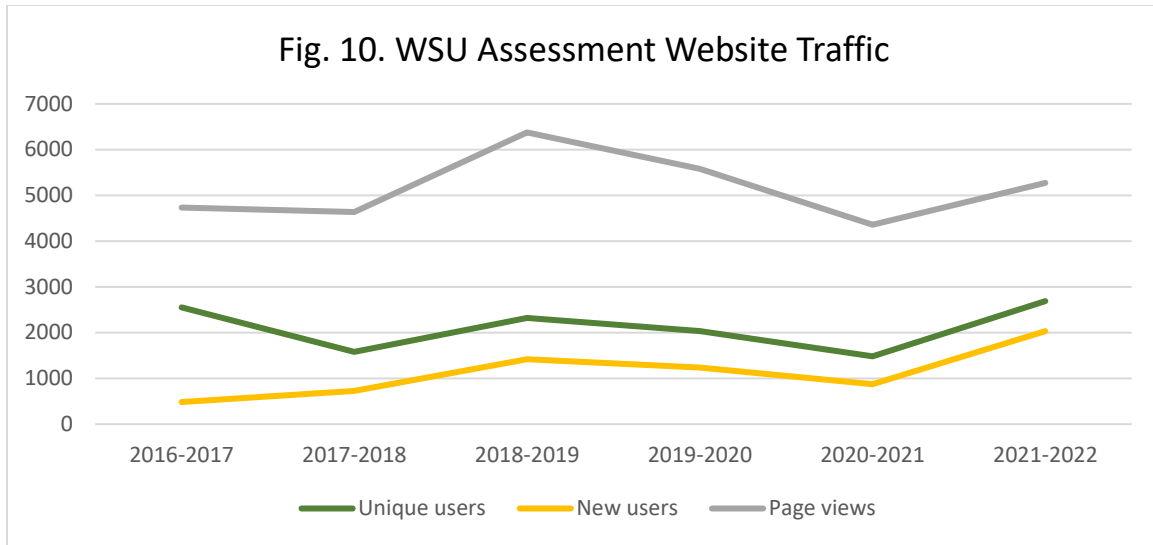
\*Unique to AY20-21 was a national recognition ceremony for recipients of the Excellence in Assessment Designation; WSU was one of 11 designees and is not eligible for the award again for five years. As such, AY20-21 is an outlier for this category.

**The participation target was partially met:** Total participation in AY21-22 exceeded AY20-21 participation, but the number of new participants did not.

#### 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.





The number of new and total users and page views on the website (<https://wayne.edu/assessment/>) dipped during the pandemic and increased during AY21-22. The new and total users were at their highest point ever in AY21-22. **The target for website use was met.**

#### SUMMARY OF RESULTS FOR PG11:

Overall participation in live assessment events increased in AY21-22, but the number of new individuals engaging in assessment did not. Website traffic and use 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

Participation data (See Tables 3 and 4.)

Participants engaged in a variety of assessment activities through 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 provides a count of the primary types of professional development offered to support faculty and staff. The balance of offerings changes each year. Note that additional professional development was provided through extensive email and chat interactions as well.

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

Table 3. Professional Development Offerings

Professional development format	AY20-21 events	AY21-22 events
University-level assessment workshops, information meetings, and events	29	47
Synchronous individual consultations	107	152
Rubric report meetings	24	33
Meetings of committees discussing assessment activities	71	49
Visits by users to the professional development sections of the WSU Assessment website (assessment handbook, Planning, examples)	590	510

Table 4. Engagement in Professional Development

Professional development types	AY19-20	AY20-21 (number of individuals)	AY21-22 (number of individuals)	Target met? (Match or increase)
Assessment workshops	206	135	219	yes
Information meetings	133	70	103	yes
Individual (live) consultations	100	162	190	yes
Annual assessment plan review process	65	35	40	yes
Download of online professional development materials (e.g., assessment handbook, examples, templates, instructions, rubrics, contacts for support people)	561	590	510	no

While the majority of targets were met and participation in live events increased considerably, the downloads of online materials decreased.

#### SUMMARY OF RESULTS FOR PG12:

Faculty and staff received and participated in a variety of professional development opportunities that offer different modes of delivery, engage a large number of stakeholders, and accommodate different group sizes, timing, and needs.

**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 5 specifies the actions to be taken to improve assessment practices in AY21-22.

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

ACTION PLAN ITEM	TIMELINE for IMPLEMENTATION and RESPONSIBLE PARTIES
<p><b>For learning outcomes 5 and 6 (Methods, Results, Action plans): Dips in quality</b></p> <ul style="list-style-type: none"> <li>• Recognize that AY20-21 rates may not indicate the start of a downward trend, but rather a reasonable outcome of the pandemic.</li> <li>• Highlight alignments between program assessment documentation and specialized accreditation requirements to streamline workload.</li> <li>• Re(Train) University Assessment Council representatives to ensure a common understanding of good practices, which in turn enhances their ability to support programs in their units.</li> <li>• Consult with Student Services program representatives to revise the assessment plan template to better align with their assessment practices and to update them in keeping with the 2020 HLC guidance on co-curricular programs</li> <li>• Customize outreach to chairs and assessment coordinators to provide information about good practices in these areas</li> <li>• Send progress reports less frequently, timed at key points in the cycle and with different subject lines to increase recipients' attention to the messages</li> </ul>	<p>Customized outreach and messaging started in January 2021</p> <p>(Re)Training in UAC in Fall 2022 and Winter 2023</p> <p>Template consultations completed in Summer 2022. Revisions implemented in September 2022</p> <p><b>NB:</b> Following the Provost's comments at Winter 2022 Council of Deans, participation rates jumped by 15% within two weeks.</p> <p style="text-align: right;"><i>WSU Director of Assessment and University Assessment Council</i></p>
<p><b>For learning outcome 8 (Closing the loop): Lack of data</b></p> <ul style="list-style-type: none"> <li>• To address the lack of data for closing the loop, the director of assessment added and revised items in <i>Planning</i> after consulting with users, to encourage programs to close the loop and to allow tracking of those efforts.</li> </ul>	<p>New item pilot began in Fall 2021, implementation in Fall 2022</p> <p style="text-align: right;"><i>WSU Director of Assessment and University Assessment Council</i></p>

<p><b>Other: Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>In response to ongoing conversations about best practices, the director of assessment added items in <i>Planning</i> to encourage programs to move from passively reporting on their assessment activities to actively engaging stakeholders in discussions about them.</li> </ul>	<p>New item pilot to begin in Fall 2021, implementation in Fall 2022  <i>WSU Director of Assessment and University Assessment Council</i></p>
---	---

## STAKEHOLDER ENGAGEMENT

---

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

## UNIVERSITY ASSESSMENT COUNCIL MEMBERS IN 2020-2021

---

**Chairs:**

Darin Ellis  
Associate VP/Associate Provost

Cathy Barrette  
WSU Director of Assessment

<p><b>Business</b> Bertie Greer LaCema Womack</p> <p><b>Education</b> Elizabeth Corah-Hopkins LaSondra Dawn</p> <p><b>Engineering</b> Leslie Monplaisir Beth Madigan</p> <p><b>Fine, Performing, and Communication Arts</b> Judith Moldenhauer Jeremy Peters</p> <p><b>Graduate School</b> Sharon Lean Todd Leff</p> <p><b>Honors</b> Beth Fowler Kevin Rashid</p>	<p><b>Information Science and University Libraries</b> Paul Beavers Kim Schroeder Dian Walster</p> <p><b>Law</b> Rachel Settlage Michelle Taylor</p> <p><b>Liberal Arts and Sciences</b> Ken Jackson</p> <p><b>Medicine</b> Jason Booza George Brush Robert Reaves Dan Walz</p> <p><b>Nursing</b> Ramona Benkert Erik Carter Leanne Nantais-Smith April Vallerand</p>	<p><b>Office for Teaching and Learning</b> Sara Kacin Tonya Whitehead</p> <p><b>Pharmacy and Health Sciences</b> Mark Evelyn Justine Gortney Heather Sandlin</p> <p><b>Social Work</b> Neva Nahan Debra Patterson</p> <p><b>Student Senate</b> Bijal Patel</p> <p><b>Student Services</b> Darryl Gardner</p>
--	---	--

## UNIVERSITY ASSESSMENT COUNCIL MEMBERS IN 2021-2022

---

**Chairs:**

Darin Ellis  
Associate VP/Associate Provost

Cathy Barrette  
WSU Director of Assessment

<p><b>Business</b> Bertie Greer LaCema Womack</p> <p><b>Education</b> Elizabeth Corah-Hopkins LaSondra Dawn</p> <p><b>Engineering</b> Leslie Monplaisir Beth Charnock</p> <p><b>Fine, Performing, and Communication Arts</b> Jeremy Peters</p> <p><b>Graduate School</b> Todd Leff</p> <p><b>Honors</b> Beth Fowler Kevin Rashid</p>	<p><b>Information Science and University Libraries</b> Paul Beavers Kim Schroeder Dian Walster</p> <p><b>Law</b> Rachel Settlage Michelle Taylor</p> <p><b>Liberal Arts and Sciences</b> Ken Jackson</p> <p><b>Medicine</b> Jason Booza George Brush Robert Reaves Dan Walz</p> <p><b>Nursing</b> Ramona Benkert Erik Carter Leanne Nantais-Smith April Vallerand</p>	<p><b>Office for Teaching and Learning</b> Sara Kacin Tonya Whitehead</p> <p><b>Pharmacy and Health Sciences</b> Mark Evelyn Justine Gortney Heather Sandlin</p> <p><b>Social Work</b> Neva Nahan Debra Patterson</p> <p><b>Student Services</b> Darryl Gardner Dennis Schwartz</p>
--	---	---

## BIBLIOGRAPHY

---

- Kinzie, Jillian, Hutchings, Pat, and Jankowski, Natasha A. (2015). Fostering Greater Use of Assessment Results: Principles for Effective Practice. In Kuh, George D., Ikenberry, Stanley O., Jankowski, Natasha A., Cain, Timothy Reese, Ewell, Peter T., Hutchings, Pat, and Kinzie, Jillian (eds.). 2015. *Using Evidence of Student Learning to Improve Higher Education*. San Francisco: Jossey-Bass, 51-72.
- Kuh, George D., Jankowski, Natasha, Ikenberry, Stanley O., & Kinzie, Jillian. (2014). *Knowing What Students Know and Can do: The Current State of Student Learning Outcomes Assessment in U.S. Colleges and Universities*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- López, Cecilia L. (2006). The Assessment Matrix: Providing Evidence of a Sustainable Commitment to Student Learning. In Hernon, Peter, Dugan, Robert E., and Schwartz, Candy (Eds.) *Revisiting Outcomes Assessment in Higher Education*. Westport, CT: Libraries Unlimited, 63-96.
- Suskie, Linda. (2009). *Assessing Student Learning*. San Francisco: Jossey-Bass.