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 drive improvements in the following year.

2015-2016 Assessment Plan Report for WSU Assessment

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EXECUTIVE SUMMARY

The 2015-2016 academic year was the second year in which an institutional assessment of the state of assessment was possible due to the appointment in September 2014 of Wayne State University's first director of assessment and the establishment of the University Assessment Council. The University Assessment Council identified ten learning outcomes and goals for institutional assessment, which are related to building knowledge, skill, and participation in continuous program improvement among academic, co-curricular, and student services programs. The director of assessment and the University Assessment Council initiated a range of activities to build assessment knowledge, skill, and participation, such as offering professional development workshops, creating an assessment website, promoting assessment committee structures at the college and department level, producing standardized monthly progress reports by program and unit, establishing an annual timeline for assessment activities, creating and piloting an assessment plan feedback rubric, and implementing initial strategies for recognizing the assessment efforts of programs and individuals.

In AY15-16, all but one action item from AY14-15 were completed. Still pending is the addition to the learning outcomes and program goals of outcomes related to effective curriculum mapping and professional development to better reflect WSU Assessment's mission.

For AY15-16 assessment, the director of assessment and the University Assessment Council assessed the ten outcomes for WSU Assessment in 2015-2016, one for the first time. Target levels of improvement were met for four of the nine repeated measures, partially met for an additional four, and not met for one.

Data sources included the review of 37 randomly selected assessment plans using the assessment plan feedback rubric, a campus-wide assessment survey, and various reports of faculty involvement in assessment-related activities. Specifically, participation in assessment was assessed through membership on assessment committees, attendance at assessment workshops, meetings, or consultations, use of Compliance Assist (the online repository for assessment plans), and use of the WSU assessment website. By those measures, at least 650 faculty and staff played a role in their program's assessment efforts in AY15-16.

Results from the survey, rubric reviews, and participation data indicate that knowledge of the assessment cycle, its purposes and benefits has developed over the last year. However, high percentages of respondents indicated that evaluation of individual faculty, staff, students, and courses was both an intended and an actual use of assessment data. The rubric reviews revealed more skill in writing mission statements, learning outcomes, and assessment methods but quality could still be improved in all elements.

The program assessment process in AY15-16 led to reports of a wide variety of changes to improve student learning and success. Among the most frequent changes were revisions to curricula, goals, expectations, criteria, pedagogical approaches, and assessments, as well as increased or improved communication, information, understanding, and student learning.

Nonetheless, time/workload and lack of reward or recognition for assessment work were reported as significant barriers to assessment for many survey respondents, as were a lack of assessment

knowledge, unclear communication, and limited participation among colleagues. Respondents offered several suggestions for overcoming those barriers that will be explored in the coming year. While a luncheon hosted by President M. Roy Wilson and former Provost Margaret E. Winters and six public presentations of good assessment practices by faculty and staff served as public recognition, more efforts are needed to demonstrate institutional support and value for assessment.

For 2016-2017, the WSU Director of Assessment and the University Assessment Council identified multiple actions that will build upon their first two year's efforts. Among those actions are refining the office's outcomes to reflect additional aspects of the mission statement, continuing to provide individualized feedback to programs, communicating a focus on program-level planning and the goal of improving student learning, identifying a better assessment method for measuring whether programs re-assess after making changes, and expanding on recognition and reward efforts.

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 data-driven process of setting clear goals for student learning, measuring the attainment of those goals, and improving programs based on the results, is the cyclical process 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 each semester 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 for 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.

The remainder of this report summarizes the assessment plan for WSU assessment, its results, and action plan for AY15-16, indicating further growth of our culture of assessment over the last year.

MISSION STATEMENT:

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

- offering professional development opportunities in program assessment, such as workshops, group and individual consultations, training videos, presentations, peer forums, and 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

In 2015-2016, efforts at fulfilling this mission included the following activities:

Professional development
- 29 university-level assessment workshops open to all campus members
- 3 unit-specific assessment workshops by request
- 84 in-person individual consultations
- 57 phone or email consultations
- 6 peer-to-peer program assessment forums

Director of Assessment's participation in General Education committee discussions
- General Education Oversight Committee
- General Education Reform Committee

Dissemination of information

- 25 information meetings
- Monthly progress reports to deans of assessment documentation submitted by each program and periodic presentations to the Council of Deans
- Periodic communication with program assessment coordinators regarding available resources, professional development opportunities, and program-level progress in assessment plan documentation
- Monthly meetings of the University Assessment Council, whose representatives communicated information to their respective units
- Campus-wide emails and event postings announcing assessment-related professional development opportunities and deadlines
- School/college assessment committees made council information available at the departmental level.

Recognition of individuals and programs

- A recognition luncheon for 62 faculty, staff, and administrators hosted by President M. Roy Wilson and Provost Margaret Winters in October 2015
- Email recognition to deans and department chairs for departments in which all programs met the 2015-2016 deadlines
- Faculty recognition section on the WSU assessment website for scholarly publication or presentation of assessment work (http://wayne.edu/assessment/showcase/)
- Selection of faculty and staff as presenters at the six peer-to-peer program assessment forums with letters of recognition from the provost
- Video or written narrative versions of peer forum presentations posted publicly on the WSU Assessment website (http://wayne.edu/assessment/examples/)

Facilitating feedback processes

- University Assessment Council members conducted the second annual review of a random sample of assessment plans from across campus to provide feedback to programs regarding best practices in assessment. The corresponding reports were shared with program representatives in Fall 2016 to discuss the results of the review and provide support for improving assessment practices.

LEARNING OUTCOMES AND PROGRAM GOALS

The success of the above efforts was assessed with respect to a set of specific learning outcomes and program goals, listed in Table 1 and described below. In AY15-16, all outcomes were assessed.

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

LEARNING OUTCOMES and PROGRAM GOALS:	ASSESSMENT METHODS (Details below)		
WSU faculty and staff from academic and co-curricular programs:	**Participation data**	**Rubric scores**	**Campus-wide assessment survey (Fall 2016)**
1. identify the program assessment cycle's stages, purposes, and benefits.			✓ Q12, Q14, Q16, Q17
2. compose mission statements that reflect best practices	✓	✓	✓ Q13
3. compose learning outcomes that reflect best practices.	✓	✓	✓ Q13
4. select sustainable assessments that provide useful data for understanding whether their stakeholders are achieving their program's learning outcomes.	✓	✓	✓ Q13
5. use their assessment data to make logical decisions about what to retain or change in their program.	✓	✓	✓ Q13
6. carry out their data-driven decisions to improve their program.	✓	✓	✓ Q24, Q19
7. close the loop by re-assessing whether their improvements efforts had the desired effect.	✓		
8. believe that program assessment efforts are valued.			✓ Q23
9. meet annual assessment plan documentation requirements.	✓		
10. expand the number of individuals engaging in program assessment.	✓		✓ Q10

ASSESSMENT METHODS

The outcomes were assessed through four assessment methods:

Feedback rubric scores:

The WSU Director of Assessment selected 10% (37) of AY15-16 assessment plans from the list of programs in June 2016 using a random number generator. Programs reviewed in 2014-2015 and their closely related counterparts were excluded from selection (e.g., MS in Chemistry reviewed in AY14-15, so BS, MS, and PhD were excluded for 2015-2016) in order to broaden the range of faculty and departments involved in the process.

After an intensive training and norming process, the UAC members applied the feedback rubric (http://wayne.edu/assessment/files/wsu_program_assessment_plan_feedback_rubric.docx) to each of the selected assessment plans to evaluate the quality of assessment planning across campus. All plans were scored by at least two Council members; some were scored by three.

Each section of the rubric corresponds to one element of the assessment plan, and thus to learning outcomes 2 through 6. Possible scores on each section included *Reflects best practices, Meets standards,* and *Needs development*. A summary score using the same scale reflects the quality of the overall assessment plan when all sections are considered together.

The target level of performance is an annual 5% increase in the number of reviewed assessment plans *meeting standards* and *reflecting best practices* until all section reach 85% of programs at those levels. See Table 2 for specific percentage targets

Table 2. Target for UAC-reviewed assessment plans meeting standards or reflecting best practices

	AY14-15 (baseline) (n=40)	AY15-16* targets: (n=37)	AY16-17 targets:	AY17-18 targets:	AY18-19 targets:
Mission statement	70%	**75%**	80%	85%	(90%)
Learning outcomes	57%	**62%**	67%	72%	77%
Curriculum map	58%	**63%**	68%	73%	78%
Method	33%	**38%**	43%	48%	53%
Results	39%	**44%**	49%	54%	59%
Action plan	32%	**37%**	42%	47%	52%
Timeline	40%	**45%**	50%	55%	60%
Reporting to stakeholders**	27%	**32%**	37%	42%	47%
Overall plan rating	24%	**29%**	34%	39%	44%

*AY15-16 exclusions: Programs reviewed in AY14-15 and related programs (e.g., MA reviewed, PhD with same title excluded)

**AY15-16 review conducted before the *Reporting to stakeholders'* deadline, so comparison to AY14-15 will not be direct.

CLOSING THE LOOP BASED ON AY14-15 DATA: Several changes to the assessment plan review process were implemented in AY15-16 in response to data from the AY14-15 rubric reviews revealing (a) lower than desired interrater reliability, (b) the lack of a second rater for some assessment plans, (c) the delay between norming and final scoring activities, (d) scheduling issues that necessitated two separate reviewer groups and norming processes, and (e) lengthy delays in submitting completed reviews which in turn delayed reporting feedback to program faculty and staff. Those changes include:

- AY14-15 reviewers treated missing items inconsistently in their scoring. In response, the feedback rubric now includes a "not submitted" option rather than marking "needs development" for missing items. Training emphasized that the overall score should reflect all sections, not only those that were submitted.
- All norming and scoring took place on one day to reduce time between norming and scoring with the expectation that this move would increase interrater reliability, ensure two reviewers per assessment plan, and ensure prompt submission of reviews. This change was effective; see AY15-16 data below.
- Initiation of the review process in June rather than in the Fall semester in order to have reports ready for faculty and staff in September to enable them to use the feedback to revise their AY16-17 assessment plans. This change was somewhat effective; see AY15-16 data below.

Campus assessment survey:

A random sample of graduate and undergraduate students plus all faculty, staff, and administrators affiliated with programs involved in program assessment received an invitation to respond to a campus-wide survey on program assessment. The survey included multiple choice and open-ended questions about the role of the respondent, the type of program with which they are affiliated, their participation in assessment committees or coordination, the usefulness of available assessment resources, their perceptions of the intended and actual purposes and uses of program assessment, potential and actual benefits of program assessment, perceptions about who values their work in assessment, changes made based on assessment, barriers to assessment, and suggestions for improvements. Of the 6,381 invitations sent, 1,010 (15.8%) surveys were started; 791 (12%) provided responses to questions beyond the demographics items, and thus were included in the data set. The data were analyzed for all respondents as well as by respondent role and by School/College/Student Services affiliation. The detailed report of the survey data at the institutional level, by college/school/division, and by respondent role is available in a separate document ("WSU Program Assessment Survey Results Fall 2016 20170118"); institutional data relevant to each outcome is summarized below.

WSU Assessment has set a target of an annual 3% increase on the following measures in the survey:

- The self-reported level of engagement in assessment (AY15-16 sets the baseline for this measure) Q10)
- The recognition of the four main elements of the assessment cycle (Q12)
- Confidence in carrying out each program assessment activity (Q13)
- The identification of program-focused purposes of assessment (Q14)
- The reported experience of program-focused uses of assessment data (Q15)
- The perceived and experienced benefits of assessment (Q16, Q17)
- The use and usefulness of assessment resources (Q20)
- The number of individuals perceived to value participation in assessment (Q23)

WSU Assessment has set a target of an annual 5% <u>reduction</u> on the following measures in the survey:

- The identification in individual-focused purposes of assessment (Q14)
- The reported experience of individual-focused uses of assessment (Q15)
- The perceived and experienced barriers to participating in assessment (Q19)

Participation data:

- **Interactions with WSU Director of Assessment**: A count of the number of attendees at campus-wide and unit-level workshops, meetings, and individual consultations with by Dr. Cathy Barrette through AY15-16
- **Assessment coordinators**: A count of the number of individuals identified by their unit as the contact person for assessment communications
- **Compliance Assist users**: A count of active users between Sept. 1, 2015 and Aug. 31, 2016
- **WSU Assessment website traffic**: Number of users and unique page views on the WSU Assessment website (per Google Analytics)
- **Assessment committee annual report**: Beginning in May 2016, 117 units (college, school, division, department or non-departmental program) were invited to submit an annual assessment committee report identifying the committee members, their roles (e.g., faculty, staff, student), and describing the committee's activities. Responses were received from 64 (55%) units.
- **Assessment plan submission**: Reports from Compliance Assist identifying the number of items of required documentation submitted in AY15-16 provided the final piece of participation data.

WSU Assessment has set the following targets for participation measures for AY15-16:

- **Interactions with WSU Director of Assessment**: Increase the number of attendees at campus-wide and unit-level workshops, meetings, and individual consultations with by Dr. Cathy Barrette through AY15-16 by 5%
- **Assessment coordinators**: Maintain an average of at least one contact person for assessment communications per department/unit
- **Compliance Assist users**: Achieve an average of one active user per department/unit
- **WSU Assessment website local traffic**: Increase the number of users and unique page views on the WSU Assessment website (per Google Analytics) by 5%
- **Assessment committee report**: Collect baseline data; improvement goals will be set for AY16-17.
- **Assessment plan submission**: 85% of programs will submit all Fall and Winter documentation.

ASSESSMENT RESULTS

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

DATA SOURCES: SURVEY QUESTIONS 12, 14, 16, AND 17

Q12:

Survey Q12 asks respondents to select whether each of four actions is part of the assessment cycle. The goal in terms of knowledge of assessment is for respondents to select all four options.

Q12 Results:

In this year's survey, 84% of the 555 respondents selected all four elements, compared to 36% in the Fall 2015 survey. Details of respondents' selections are provided in the Figure 1.

Figure 1. Percentage of respondents correctly identifying the assessment cycle's elements
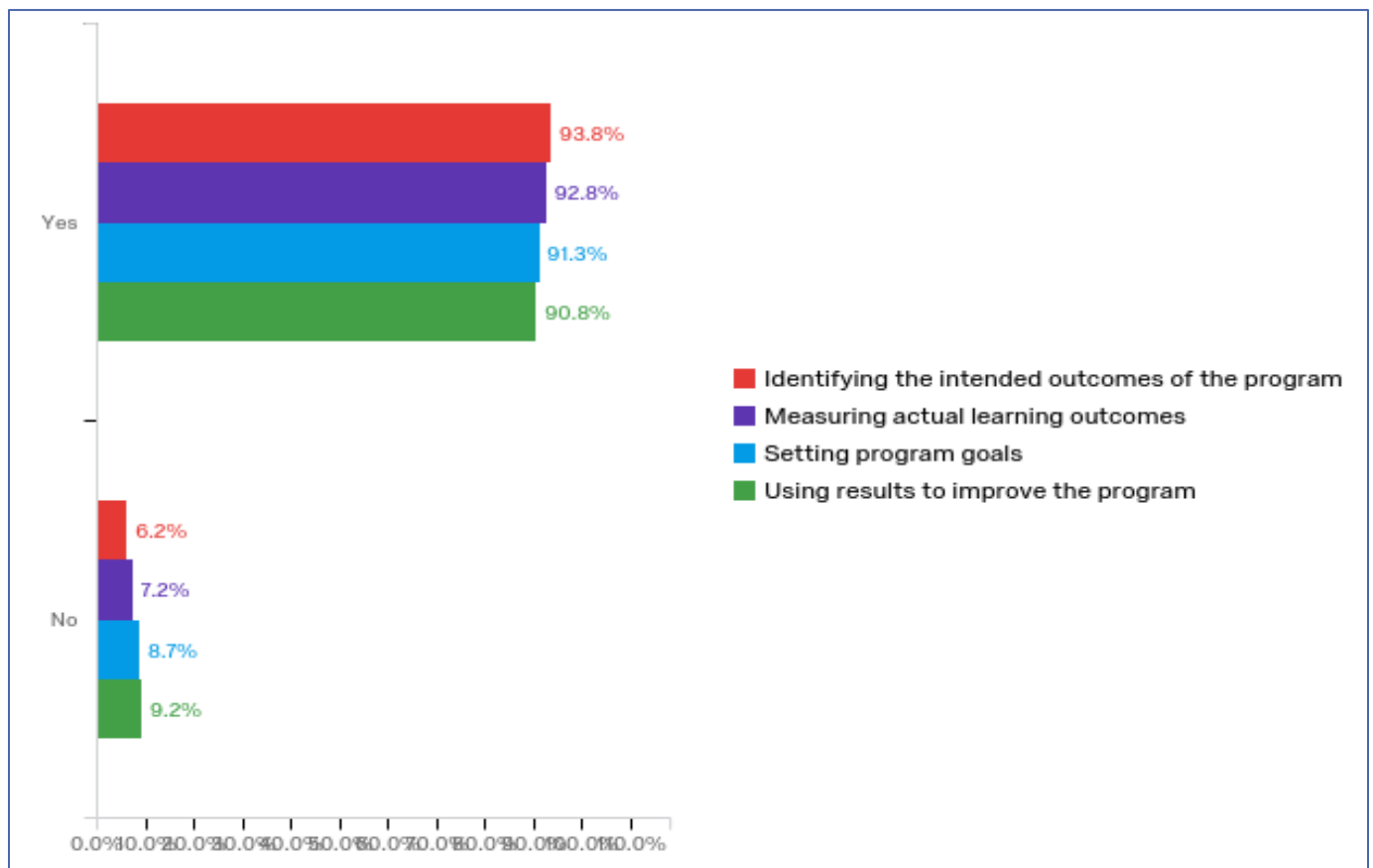
Survey Q14 asks whether program assessment data should be used for six purposes to elicit respondents' understanding of the purposes of assessment.

The first goal for Q14 is for respondents to "Somewhat agree" or "Strongly agree" that program assessment data should be used for the three items that focus on program improvement (*Program improvement, Program accreditation, where available, and University accreditation*).

The second goal for Q14 is for respondents to select "Somewhat disagree" or "Strongly disagree" for the other three items (*Individual course or activity evaluation, Individual faculty or staff evaluation,* and *Individual student evaluation*), which do not have a programmatic focus or are commonly associated with potentially punitive uses of assessment.

Q14 Results:

Response rates are found in Table 3. The responses for the first three items are lower than last year's results, and may be due in part to the revised wording of the prompt this year. Wording of the prompt in Fall 2015 asked about the "intended uses" of assessment data; the Fall 2016 wording ("*Program assessment data should be used for…*") could be interpreted as a personal opinion rather than a function of the goals of assessment.

Full- and Part-time faculty account for almost all of the "Somewhat disagree" and "Strongly disagree" responses to *Program improvement*. In contrast, all administrator and advisor respondents chose "Somewhat agree" or "Strongly agree" for the same item.

For the second three items, responses moved in the desired direction: Fewer respondents identified the individual course, faculty/staff, or student as the focus of program evaluation.

Table 3: Percentage of respondents that somewhat or strongly agree with assessment data uses

	Fall 2015 survey % of respondents that somewhat or strongly agree (n>490)	Fall 2016 survey % of respondents that somewhat or strongly agree (n>549)	Change
Program improvement	95%	91%	-4
Program accreditation	93%	83%	-10
University accreditation	94%	81%	-13
Individual course or activity evaluation	90%	80%	-10
Individual faculty or staff evaluation	77%	62%	-15
Individual student evaluation	71%	58%	-13

(As a point of comparison, in survey results published by *Inside Higher Ed* in January 2017, 35% of provosts agreed that "assessment is more about keeping accreditors and politicians happy than it is about teaching and learning".)

Survey Q16 asks respondents to indicate to what degree they believe eight items represent potential benefits of participating in program. The goal is to increase the percentage of respondents that perceive assessment as having advantages.

Q16 Results:

Responses rates are detailed in Table 4. For perceptions of potential benefits, five of the eight items saw some increase; three saw at least minor decreases.

Table 4. Potential benefits of program assessment

Potential benefits of program assessment	AY14-15	AY15-16	Change
Recruitment information	89%	88%	-1
Student retention / participation	91%	94%	+3
Improved student performance	93%	97%	+4
Improved curriculum / program design	97%	95%	-2
Improved relationships / morale	87%	96%	+9
Increased knowledge of assessment	92%	87%	-5
Reduced workload	56%	63%	+7
Funding opportunities	72%	84%	+12
Scholarship	76%	80%	+4

Q17:

Survey Q17 asks respondents to indicate whether they have experienced benefits of doing assessment. The goal is to increase the percentage of respondents that experience assessment as having advantages.

Q17 Results:

Responses rates are detailed in Table 5. All but one of the eight items showed some increase over last year.

Table 5. Experienced benefits of program assessment

Experienced benefits of program assessment	AY14-15	AY15-16	Change
Recruitment information	48%	52%	+4
Student retention / participation	56%	59%	+3
Improved student performance	65%	68%	+3
Improved curriculum / program design	77%	79%	+2
Improved relationships / morale	58%	58%	-
Increased knowledge of assessment	74%	78%	+4
Reduced workload	28%	35%	+7
Funding opportunities	36%	39%	+3
Scholarship	45%	48%	+3

(As a point of comparison, in survey results published by *Inside Higher Ed* in October 2016 and January 2017, 27% of faculty and 46% of provosts reported that assessment has improved the quality of teaching and learning at their institutions.)

Survey results from the four relevant survey items indicate that knowledge of the assessment cycle and benefits have increased over the last year at or beyond the target level of increase, but results for the purposes of assessment were mixed and did not meet target performance.

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

DATA SOURCES: Survey Q13, Rubric scores, Participation data

Q13:

Survey Q13 asks respondent to rate their confidence in their ability to *write a mission statement* on a 3-point scale: independently, with help, or not at all. The goal is to increase confidence levels annually.

Q13 Results:

Responses rates are detailed in Tables 6 and 7. Confidence in writing mission statements has increased both in terms of independence (Average confidence rating) and in terms of the number of individuals expressing confidence.

Table 6. Confidence in ability to write mission statements

Write mission statement	AY14-15	AY15-16	Change
Average confidence rating*	1.2	2.3	+1.1
% of respondents expressing confidence**	88%	90%	+2

*Scale:
  3= I can do this activity independently and know the best practices for it.
  2= I can do this activity if I receive an explanation or examples of best practices.
  1= I don't know what this activity is or how to do it.
**Percentage of respondents selecting *I can do this activity independently and know the best practices for* it or *I can do this activity if I receive an explanation or examples of best practices*

Rubric scores: Mission statement section

Table 7. Mission statement rubric score ratings

Mission statement rating	AY14-15 Percentage of reviewed programs (n=40)	AY15-16 Percentage of reviewed programs (n=37)	Change
Reflects best practices	40%	43%	+3%
Meets standards	30%	40%	+10%
Needs development	30%	17%	-13%
Not submitted	0%	0%	-
Total Meets/Reflects:	**70%**	**83%**	**+13%**

Participation data: Completion of mission statements in Compliance Assist

In AY15-16, 99% of programs submitted at least one mission statement, compared to 95% in AY14-15, an increase of four percentage points.

AGGREGATED RESULTS FOR LO2:

Programs increased the quantity of their mission statements over the last year by 13%, exceeding the target of a 3% increase.

In addition, survey results indicate increases in both measures of confidence respondents have for writing good mission statements, although not reaching the 3% increase target.

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

DATA SOURCES: Survey Q13, Rubric scores, Participation data

Q13:

Survey Q13 asks respondent to rate their confidence in their ability to *write learning outcomes* on a 3-point scale: independently, with help, or not at all. The goal is to increase confidence levels annually.

Q13 Results:

Confidence in writing learning outcomes statements has increased. Table 8 provides details.

Table 8. Confidence in ability to write learning outcomes

Write learning outcomes	AY14-15	AY15-16	Change
Average confidence rating*	1.3	2.3	+1.0
% of respondents expressing confidence**	89%	90%	+1

*Scale:

   3= I can do this activity independently and know the best practices for it.

   2= I can do this activity if I receive an explanation or examples of best practices.

   1= I don't know what this activity is or how to do it.

**Percentage of respondents selecting *I can do this activity independently and know the best practices for* it or *I can do this activity if I receive an explanation or examples of best practices*

Rubric scores: Learning outcomes section

Table 9. Learning outcomes rubric score ratings

Learning outcomes rating	AY14-15 Percentage of reviewed programs (n=40)	AY15-16 Percentage of reviewed programs (n=37)	Change
Reflects best practices	25%	12%	-13%
Meets standards	32%	58%	+26%
Needs development	43%	30%	-13
Not submitted	0%	0%	-
Total Meets/Reflects:	**57%**	**70%**	**+13%**

Participation data: Completion of learning outcomes in Compliance Assist

In AY15-16, 96% of programs submitted at least four learning outcomes, compared to 92% that submitted at least two learning outcomes in AY14-15, an increase of four percentage points (and two learning outcomes per program).

AGGREGATED RESULTS FOR L03:

Programs not only increased the quantity of learning outcomes they produced over the last year, but also improved their quality and increased the level of confidence respondents have for writing good outcomes. Target levels of improvement were met or exceeded for this outcome.

LO4: 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: Survey Q13, Rubric scores, Participation data

Q13:

Survey Q13 asks respondent to rate their confidence in their ability to carry out the main activities of assessment planning *select assessments* on a 3-point scale: independently, with help, or not at all. The goal is to increase confidence levels annually.

Q13 Results:

Confidence in selecting assessments has increased. Details are provided in Table 10.

Table 10. Confidence in ability to select assessments

Selecting assessments	AY14-15	AY15-16	Change
Average confidence rating*	1.3	2.3	+1.0
% of respondents expressing confidence**	87%	89%	+2

*Scale:

   3= I can do this activity independently and know the best practices for it.

   2= I can do this activity if I receive an explanation or examples of best practices.

   1= I don't know what this activity is or how to do it.

**Percentage of respondents selecting *I can do this activity independently and know the best practices for* it or *I can do this activity if I receive an explanation or examples of best practices*

Rubric scores: Assessment method section

Table 11. Assessment methods rubric score ratings

Assessment method rating	AY14-15 Percentage of reviewed programs (n=40)	AY15-16 Percentage of reviewed programs (n=37)	Change
Reflects best practices	15%	20%	+5%
Meets standards	18%	25%	+7%
Needs development	62%	50%	-12%
Not submitted	5%	5%	-
Total Meets/Reflects:	**33%**	**45%**	**+12%**

In AY15-16, 91% of programs submitted at least two assessment methods, compared to 82% submitting at least one method in AY14-15, an increase of nine percentage points (and a second assessment method per program).

AGGREGATED RESULTS FOR LO4:

Programs not only increased the quantity of assessment methods they produced over the last year, but also improved their quality and increased the level of confidence respondents have for selecting appropriate assessment methods. Target increases were met or exceeded for quality improvement, but increases in confidence were slightly under the target.

LO5: 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: Survey Q13, Rubric scores, Participation data

Q13:

Survey Q13 asks respondent to rate their confidence in their ability to carry out the main activities of assessment planning *analyze data* and *make an action plan* on a 3-point scale: independently, with help, or not at all. The goal is to increase confidence levels annually.

Q13 Results:

Confidence in analyzing data and making action plans has increased. Tables 12 and 13 provide details.

Table 12. Confidence in ability to analyze data

Analyzing data	AY14-15	AY15-16	Change
Average confidence rating*	1.2	2.3	+1.1
% of respondents expressing confidence**	84%	85%	+1

*Scale:

   3= I can do this activity independently and know the best practices for it.

   2= I can do this activity if I receive an explanation or examples of best practices.

   1= I don't know what this activity is or how to do it.

**Percentage of respondents selecting *I can do this activity independently and know the best practices for* it or *I can do this activity if I receive an explanation or examples of best practices*

Table 13. Confidence in ability to make an action plan

Making action plans	AY14-15	AY15-16	Change
Average confidence rating*	1.2	2.3	+1.1
% of respondents expressing confidence**	84%	87%	+3

*Scale:

   3= I can do this activity independently and know the best practices for it.

   2= I can do this activity if I receive an explanation or examples of best practices.

   1= I don't know what this activity is or how to do it.

**Percentage of respondents selecting *I can do this activity independently and know the best practices for* it or *I can do this activity if I receive an explanation or examples of best practices*

Rubric scores: Results section (NB: Data for AY15-16 was downloaded three months earlier than in AY14-15, which affected the number of Results sections submitted.)

Table 14. Assessment results rubric score ratings

Results rating	AY14-15 Percentage of reviewed programs (n=40)	AY15-16 Percentage of reviewed programs (n=37)	Change
Reflects best practices	12%	19%	+7%
Meets standards	27%	11%	-16%
Needs development	37%	27%	-10%
Not submitted	25%	43%	+18%
Total Meets/Reflects:	**38%**	**30%**	**-8%**

Rubric scores: Action plan section (NB: Data for AY15-16 was downloaded three months earlier than in AY14-15, which affected the number of Action plan sections submitted.)

Table 15. Action plan rubric score ratings

Action plan rating	AY14-15 Percentage of reviewed programs (n=40)	AY15-16 Percentage of reviewed programs (n=37)	Change
Reflects best practices	10%	8%	-2%
Meets standards	22%	22%	-
Needs development	32%	25%	+7%
Not submitted	36%	43%	+7%
Total Meets/Reflects:	**32%**	**30%**	**-2%**

In AY15-16, 96% of programs submitted at two results, compared to 62% that submitted at least one result in AY14-15, an increase of thirty-four percentage points (and a second results section per program).

In AY15-16, 88% of programs submitted at two action plans, compared to 58% that submitted at least one result in AY14-15, an increase of thirty percentage points (and a second action plan per program).

AGGREGATED RESULTS FOR LO5:

Although programs increased the quantity of results and action plans that they produced over the last year and their confidence in doing them well, the quality of the reviewed assessment plans decreased for both results reporting and action planning. Comments from reviewers suggest that a primary cause of the lower quality scores was incomplete or unclear information that did not separate results for one outcome from results for others, and vague action plans focused on processes for eventually deciding on actions rather than stating the actions themselves.

LO6: WSU faculty and staff from academic and co-curricular programs carry out their data-driven decisions to improve their program.

DATA SOURCES: Survey Q24, Rubric scores, Participation data, Survey Q19

Survey Q24

Survey Q24 asks respondents to state the most important change their program has made as a result of program assessment. This open-ended question received 177 responses.

Q24 Results:

All but 30 identified actions that programs had taken in response to the assessment process. Cited changes ranged from curricular revision to redefining goals, expectations, criteria, pedagogical approaches, and assessments to greater communication, information, understanding, and student learning. The responses were wide-ranging, and indicate that many programs are using the assessment process and assessment data to improve their programs in a variety of ways.

Rubric scores: Timeline for implementation section (NB: Data for AY15-16 was downloaded three months earlier than in AY14-15, which affected the number of Timeline sections submitted.)

Table 16. Timeline for implementation rubric score ratings

Timeline for implementation rating	AY14-15 Percentage of reviewed programs (n=40)	AY15-16 Percentage of reviewed programs (n=37)	Change
Reflects best practices	23%	25%	+2%
Meets standards	15%	10%	-5%
Needs development	25%	15%	-10%
Not submitted	37%	50%	+13%
Total Meets/Reflects:	**38%**	**35%**	**-3%**

Participation data: Completion of timelines in Compliance Assist

In AY15-16, 89% of programs submitted at least one timeline for implementing their actions plans, compared to 58% in AY14-15, an increase of thirty-one percentage points.

Survey Q19

Survey Q19 asks respondents to rate possible barriers to assessment, which potentially have a significant impact on whether programs carry out their assessment activities.

Q19 Results:

Of the 345 respondents, 88% identified workload as an impediment; workload was also the most challenging barrier, followed by limited reward or recognition. Other barriers identified by more than 75% of respondents included a lack of assessment knowledge, unclear communication, and limited participation among colleagues.

AGGREGATED RESULTS FOR L06:

**Survey data indicate that many programs carry out actions with the goal of improving as a result of program assessment. Participation data indicate that programs make concrete plans to carry out their chosen actions within a defined time frame, although the quality of those timelines was lower than in the previous year. A common trend in both years was to identify a procedural timeline (e.g.,
Committee X will meet next semester to decide when to implement the action plan) rather than an implementation timeline. A number of barriers were reported in the survey that may have a negative impact on programs carrying out their assessment plans.**

LO7: WSU faculty and staff from academic and co-curricular programs close the loop by re-assessing whether their improvements efforts had the desired effect.

DATA SOURCE: Assessment Committee Annual Report

Assessment Committee Annual Report

Responses to the Assessment Committee Annual Report provide an indication of committee-level attention to closing the loop to supplement the Compliance Assist reports of action planning reported for PG9. Of the 47 programs that reported their two most important actions, 34% identified activities related to closing the loop. Examples of such activities included identifying an action plan, using data to improve the program, implementing an action plan, developing a new course, and revising the curriculum. (Other committees may have done similar work, but did not count it among their top two accomplishments.)

AGGREGATED RESULTS FOR L07:

This year's data provides a baseline for LO7 performance.

Committee reports suggest that unit-level discussions about closing the loop are taking place in about a third of assessment committees. Completion rates for action planning (see PG9 Participation data) are in place for 87% of programs. Better measures for verifying that those actions are reassessed would provide more accurate information for this outcome.

PG8: WSU faculty and staff from academic and co-curricular programs believe that program assessment efforts are valued.

*The academic literature on assessment indicates that a positive culture of assessment includes a perception that work on assessment is valued and rewarded (**Killian et al 2015; Kuh et al. 2014;** Suskie, 2009).*

DATA SOURCES: Survey Q23, Q25, and Q26

Survey Q23

Survey Q23 asks respondents to identify whether they believe people in various roles value their participation in assessment, and provides an opportunity to add others to their responses.

Q23 Results:

Of the 472 respondents, 92% identified at least one person who they believe values their participation in assessment, down from 95% last year. In the "Other" category, respondents mentioned students, directors of accreditation, disciplinary accreditors, specific individual administrators, and staff. See Table 17 for details.

Table 17. People who value your participation in assessment

People who value your participation in assessment	AY14-15	AY15-16	Change
You	64%	59%	-5
Peers/Colleagues	47%	48%	+1
Students	-	23%	NA
Chair/Immediate supervisor	60%	57%	-3
Dean/Division head	51%	43%	-8
WSU Director of Assessment	53%	54%	+1
Former WSU Provost Winters	43%	27%	-16
WSU Provost Whitfield	-	31%	NA
WSU President Wilson	35%	32%	-3
Other	5%	6%	+1
None of the above	5%	8%	+3

Survey Q25 and Q26

Survey Q25 and Q26 ask related questions; Q25 asks respondents to identify the most significant barrier to assessment in their program, and Q26 asks for suggestions for reducing those barriers.

Q25 and Q26 Results:

The second most frequent barrier was that assessment is not valued or rewarded (30 of 188 responses), a result that complements the low percentage of respondents who believe that others value their assessment work. (The first challenge was time and workload.) The suggested solutions included relatively cost-free strategies such as higher administration publicly valuing it, thanking individuals, giving them an official WSU certificate, recognizing timely completion, and adding assessment to merit and promotion criteria, to other strategies requiring funding such as stipends, course release, monetary awards, staff support

(As a point of comparison, in survey results published by *Inside Higher Ed* in January 2017, 35% of provosts reported that faculty members value assessment, and 81% of provosts believe that faculty members view assessment as requiring significant work.)

AGGREGATED RESULTS FOR PG8:

Responses suggest that overall the belief that assessment is institutionally valued across multiple levels has decreased and that the perceived lack of value is a barrier to assessment. Of particular concern is that the percentage of respondents who value of their own participation has decreased. An analysis by respondent role shows that most groups (undergraduate students, graduate students, staff, advisors, part-time faculty, full-time faculty) highly valued their own participation (94% to 100% of respondents), whereas administrators were somewhat lower at 87%, and faculty with an administrative role were at 77%. (Other groups had few respondents on this item.) The target for this outcome was not met.

PG9: WSU faculty and staff from academic and co-curricular programs meet annual assessment plan documentation requirements.

Participation data: Compliance Assist assessment plan completion report

Reports downloaded from Compliance Assist provide evidence of the number of programs able to articulate their mission statements, learning outcomes, curriculum maps, assessment methods, and action plans, although they cannot indicate the quality of these items. Figure 2 compares completion rates since 2013-2014, the first year that programs had access to Compliance Assist.

Figure 2. Assessment plan completion over time
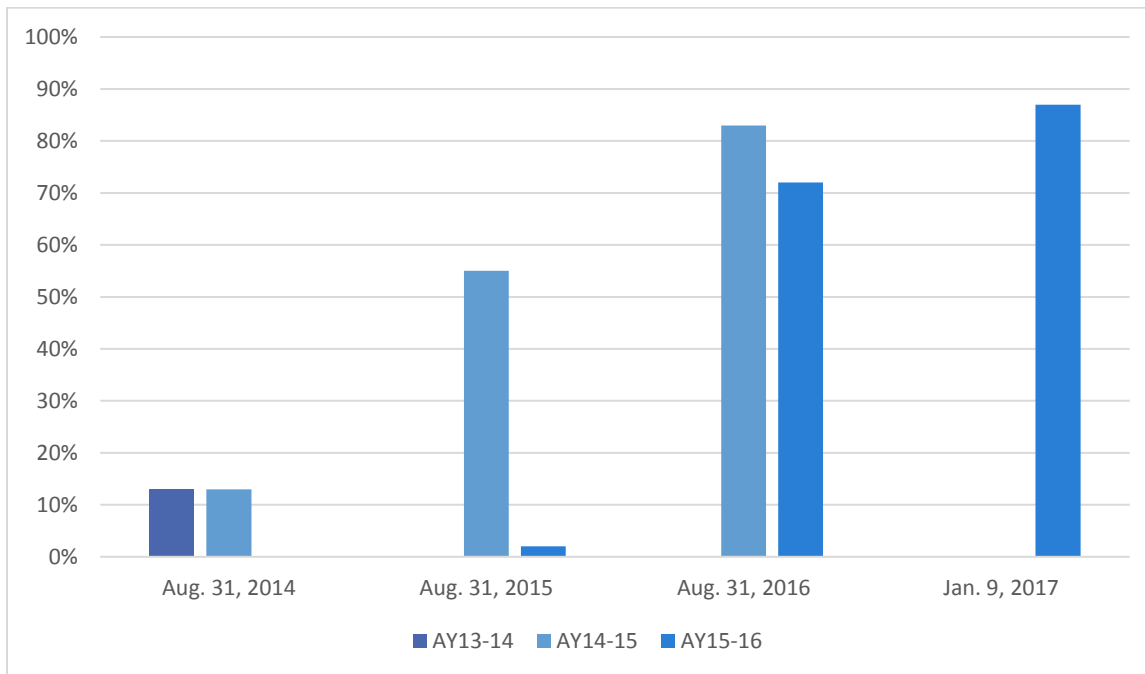
AGGREGATED RESULTS FOR PG9:

Completion rates have increased each year, and are trending toward earlier completion. As the baseline reporting year, information in AY13-14 was copied to AY14-15, explaining the identical completion rates on Aug. 31, 2014 for the two years.

PG10: WSU faculty and staff from academic and co-curricular programs expand the number of individuals engaging in program assessment.

DATA SOURCES: Participation data, Survey Q10

Participation data

For the period of 9/1/2015 through 8/31/2016, participation in assessment is evidenced by the following activities: (Note that some individuals are represented in more than one count.)

1. Out of 934 individuals interacting with the WSU Director of Assessment through assessment workshops, meetings, or individual consultations in AY15-16, approximately 329 involved new individuals.
   - Compared to 650 total interactants in AY14-15.
2. 233 faculty and staff were active Compliance Assist users, representing 268 programs
   - Compared to 259 users in AY14-15, a reduction due in part to removal of 11 programs from Compliance Assist, and in part due to streamlining within programs.
3. 3740 unique users visited the Assessment website with 7233 page views (Google Analytics)
   - 643 (17.2%) users were new to the site
   - Compared to 195 new users in AY14-15
4. 165 individuals served as assessment coordinators
   - Compared to 157 in AY14-15

New participation measures for AY15-16:
Faculty and staff took on roles as active presenters and/or resources for colleagues:
1. 26 faculty and staff representing seven schools and colleges and 23 academic and co-curricular programs presented their assessment plans in a series of six peer-to-peer program assessment forums between March and May 2016
   - AY15-16 was the first year that these events were held
2. Dr. Shlomo Sawilosky (College of Education) offered a survey design workshop in May 2016 focused on using surveys for program assessment.
3. 376 individuals were members of the 46 programs that reported having a committee responsible for discussing assessment
   - Average of 5.5 meetings at the school/college/division level in AY15-16
   - Average of 5.1 meetings at the department/unit level in AY15-16

Survey Q10

Survey Q10 responds to an action item from the AY14-15 WSU Annual Assessment Annual Report that identified a need to better define "engagement". Q10 therefore asks respondents to identify how actively they have participated in assessment efforts in the last year.

Q10 Results:

Figure 3 provides the distribution of responses as a baseline for evaluating changes in engagement in the future.

Figure 3. Engagement levels
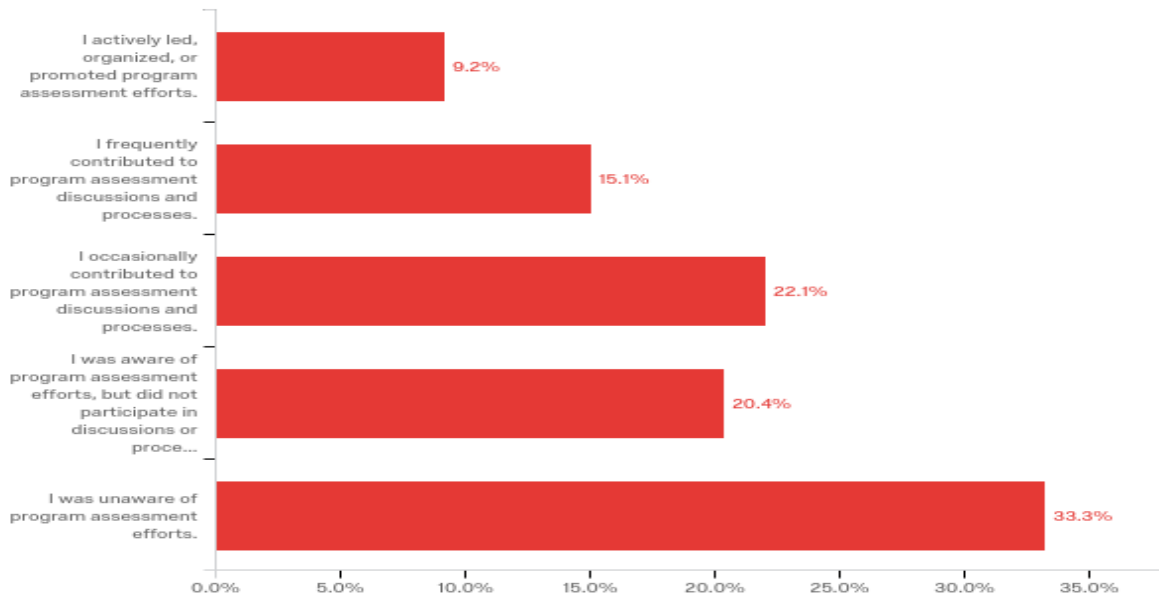
A more detailed analysis by role shows that faculty with an administrative role and administrators are the majority of active leaders (71%), while the frequent and occasional contributors are fairly balanced across advisors, staff, full-time faculty, faculty with administrative roles, and administrators. Students at all levels were the least aware of assessment efforts, followed by part-time faculty.

AGGREGATED RESULTS FOR PG10:

Data indicate broad participation in assessment, with an increase that exceeds the target 5% growth. At the same time, 50% of survey respondents did not participate in assessment efforts either by choice or due to lack of awareness.

In addition, participation qualitatively expanded into more active roles for faculty and staff as presenters and leaders, although the level of engagement of respondents varies widely.

ACTION PLAN and TIMELINE FOR IMPLEMENTATION

No new actions were identified for LOs 2, 3, and 4 (*best practices in writing mission statements, learning outcomes, and assessment methods*), or for PGs 9 (*meet documentation requirements*) and 10 (*expand participation*) because targets were met or exceeded for each.

For LOs 1, 5, 6, and 7, and PG 8 (details below), Table 18 specifies the actions to be taken in response to the assessment data reported, the timeline for implementing those actions, and the parties responsible for doing so.

Table 18. WSU Assessment action plan, timeline, and responsibilities (Updated Feb. 13, 2017)

ACTION PLAN ITEM	TIMELINE for IMPLEMENTATION and *RESPONSIBLE PARTIES*

1. Pending from AY14-15: Refine and expand WSU Assessment program outcomes.
• AY14-15 learning outcomes overlooked reference to writing curriculum maps and analyzing assessment data.
• AY14-15 program outcomes do not include reference to faculty and staff development in assessment, only the mission statement does.
	Feb. 2017
	    WSU Dir. of Assessment will draft
	Mar. 2017
	    University Assessment Council will review and revise as needed

2. In response to **LO1** results showing mixed results for ***knowledge of the purposes of assessment***:
• Highlight the program-level focus of program assessment to reduce concerns about punitive uses of assessment data and to focus discussions at the curricular level and on cumulative learning over time.
• Visit Academic Senate, Graduate Council, and Advising Council with faculty or staff colleagues to provide simple information about misperceptions vs. facts about purposes
	AY16-17
	    WSU Dir. of Assessment University Assessment Council
	Winter 2017
	    WSU Dir. of Assessment will organize visits

3. **LOs 5 and 6** (***use of data for action planning, setting timeline for implementation***) had lower quality scores this year than last, in part due to incomplete information to link data and specific learning outcomes in justifying action plans, and vague, process-oriented plans for timelines (e.g., *"We'll have a meeting to make a plan."*) • Continue providing individualized feedback to programs to improve the quality of assessment planning with special attention to the clarity and completeness of information through individual meetings. • Attend meetings to talk about assessment in person to compensate for email overload • Continue to disseminate good examples:	AY16-17 *WSU Dir. of Assessment University Assessment Council*

a. Add posters and table tents from F16 luncheon to http://wayne.edu/assessment/examples for broader access	Feb. 2017 *Marlena Frontera*	
b. Continue creating posters and table tents for future luncheons	Summer 2017 *WSU Dir. of Assessment*	
c. Ask deans to encourage key committees to periodically share assessment information, data, and good examples	Winter 2017 *Request help from provost*	
4. **LO 7 (whether programs re-assess after changes are made)** is difficult to track; this year's pilot of data from the assessment committee annual report does not identify program-level discussions, nor does Compliance Assist • Identify a better method for understanding whether programs re-assess the same outcome after making a data-driven change. • Emphasize in all communications and events that this is the real focus of assessment – improving student learning.	AY16-17 *WSU Dir. of Assessment University Assessment Council*	

5. **PG 8 (faculty and staff believe that assessment efforts are valued)** showed a decrease over last year (particularly among administrators) and that lack of value is a barrier to assessment.
• Ask provost to continue personal, individual contact with those doing assessment work
• Expand strategies for rewarding and recognizing assessment work
  a. Provide support for conference attendance
  b. Giving money directly to active participants as research funds or professional development support was also suggested.
• Continue posters and table tents as recognition
  a. Re-assess next year to see if posters and table tents (new in AY16-17) had a positive impact
	AY16-17 *WSU Dir. of Assessment University Assessment Council*	

REPORTING TO STAKEHOLDERS

This report, will be publicly available online at http://wayne.edu/assessment/document/. It will also be sent to the provost and deans.

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