2014-2015 Assessment Plan Report for Assessment at Wayne State University

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EXECUTIVE SUMMARY

The 2014-2015 academic year is the first year in which an institutional assessment 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.

Nine of the ten outcomes were assessed in 2014-2015. Data sources included the review of 40 randomly selected assessment plans using the assessment plan feedback rubric, a campus-wide assessment survey, a comparative study of assessment plans from programs with professional development participation vs. no professional development participation, and various reports of faculty involvement in assessment-related activities. All information provides baseline data; as such, no specific targets for performance were set.

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 AY14-15.

Results from the survey, rubric reviews, and participation data indicate that knowledge of the assessment cycle, its purposes and benefits needs considerable development across campus. Only about one third of survey respondents correctly identified all four elements of the assessment cycle, and high percentages of respondents indicated that individual faculty, staff, student, and course evaluations were both intended and actual uses of assessment data. The rubric reviews revealed more skill in writing mission statements, learning outcomes, and curriculum maps than other elements of an assessment plan, but quality could be improved in all elements. However, other evidence suggests that programs that engage in professional development in assessment increase both the quantity and quality of assessment planning compared to other programs, a promising indicator of the capacity for overcoming the current gaps in knowledge and skill.

The program assessment process in AY14-15 led to reports of a wide variety of changes to improve student learning and success. Among the most frequent changes were pedagogical improvements, improved instructional materials or assessments, curricular changes, and modifications to program requirements. Survey respondents also reported increased knowledge of assessment. The existing resources to support program assessment were rated quite positively; survey responses identified additional resources for consideration.

Nonetheless, time, workload, and resources appear to be significant barriers to assessment for many survey respondents, as does a perceived lack of recognition, reward, or compensation for assessment activities. While a luncheon hosted by President M. Roy Wilson and Provost Margaret E. Winters served as an initial public recognition effort, more efforts are needed to demonstrate institutional support and value for assessment.

For 2015-2016, the WSU Director of Assessment and the University Assessment Council identified multiple actions that will build upon their first year's efforts. Among those actions are continuing professional development, providing opportunities for peer-to-peer interactions around assessment topics, advancing the assessment plan review timeline to provide more timely feedback to programs, improving particular elements of the 2014-2015 assessment plan, and investigating ways to engage students in the assessment process.

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, but the current provost, Dr. Margaret Winters, agreed with his reasoning and approved a search for WSU Director of Assessment in summer 2014.

The hiring of the Director of Assessment in September 2014 enabled a number of new initiatives to enhance campus-wide assessment participation and practices:

1. Establishment of an institutional timeline for the program assessment cycle
2. Outreach to faculty, staff, and administrative groups at the university, college, and department levels
3. Creation of the University Assessment Council
4. Delivery of structured faculty and staff workshops each semester 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, University Assessment Council, and presented as relevant to other groups

10. Planning for a recognition luncheon with the President and the Provost (held October 2015)
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.

Given the number of new initiatives in support of program assessment, this academic year provides baseline data on various aspects of Wayne State's culture of assessment. The remainder of this report summarizes the assessment plan for WSU assessment, its results, and action plan for AY15-16.

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, 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 2014-2015, efforts at fulfilling this mission included the following activities:

Professional development:

- 27 university-level assessment workshops open to all campus members
- 58 unit-specific assessment workshops by request
- 97 individual consultations
- Launch in December 2014 of http://wayne.edu/assessment

Dissemination of information

- 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 events postings announcing assessment-related professional development opportunities

Recognition of individuals and programs

- A recognition luncheon 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 2014-2015 deadlines
- Faculty recognition section on the WSU assessment website for scholarly publication or presentation of assessment work (http://wayne.edu/assessment/showcase/)

Facilitating feedback processes

- Development, piloting, and training in the use of an assessment plan feedback rubric

Learning and Program Outcomes

The success of the above efforts was assessed with respect to a set of specific learning outcomes and program goals, listed in Table 1. In AY14-15, all outcomes except LO7 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**	**Professional development comparison**	**Rubric scores**	**Campus-wide assessment survey**
1. identify the program assessment cycle's stages, purposes, and benefits.				✓
2. compose mission statements that reflect best practices	✓	✓	✓	✓
3. compose learning outcomes that reflect best practices.	✓	✓	✓	✓
4. select sustainable assessments that provide useful data for understanding whether their stakeholders are achieving their program's learning outcomes.	✓	✓	✓	✓
5. use their assessment data to make logical decisions about what to retain or change in their program.	✓	✓	✓	✓
6. carry out their data-driven decisions to improve their program.				✓
7. close the loop by re-assessing whether their improvements efforts had the desired effect.				
8. believe that program assessment efforts are valued.				✓
9. meet annual assessment plan documentation requirements	✓	✓		
10. expand the number of individuals engaging in program assessment.	✓			

ASSESSMENT METHODS

The outcomes were assessed through four assessment methods:

A. Feedback rubric scores: The University Assessment Council (University Assessment Council) randomly selected AY14-15 assessment plans from 40 programs in Fall 2015 and applied the feedback rubric (http://wayne.edu/assessment/files/wsu_program_assessment_plan_feedback_rubric.docx) to evaluate the quality of assessment planning across campus. Most plans were scored by 2 Council members; some by only 1. 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.

B. 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/or 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 or 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, and suggestions for improvements. Of the 6,511 invitations sent, 1,113 (20%) surveys were started; 723 (11%) 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.

C. Participation data: WSU Director of Assessment Dr. Cathy Barrette collected a count of the number of attendees at campus-wide and unit-level workshops, meetings, and individual consultations through AY14-15, the number of assessment committee members and coordinators, the number of active users of Compliance Assist, and the number of users and unique page visits to the website as the starting point for a measure of participation in assessment. Reports from Compliance Assist identifying the number of items of required documentation submitted in AY14-15 provided the final piece of participation data.

D. Evaluation of effects of professional development: WSU Director of Assessment Dr. Cathy Barrette compared assessment plan completion rates and quality scores from the feedback rubric from two groups: The **Professional Development** group, which consisted of a 10% sample of assessment plans from programs with at least one representative participating in a workshop or consultation on assessment in AY14-15. The **No Professional Development** group consisted of the 18 programs randomly selected for the University Assessment Council review of assessment plans from which no representative was known to have participated in a workshop or consultation on assessment. Programs in these two group that did not have a 2013-2014 assessment plan were excluded, leaving 39 programs in the sample.

ASSESSMENT RESULTS

Given that AY14-15 establishes baseline data, no targets for performance were set in advance for any of the assessments.

Program goal 9: Participation, and LOs 1 through 6: Knowledge of program assessment's cycle, purposes and benefits, and assessment planning
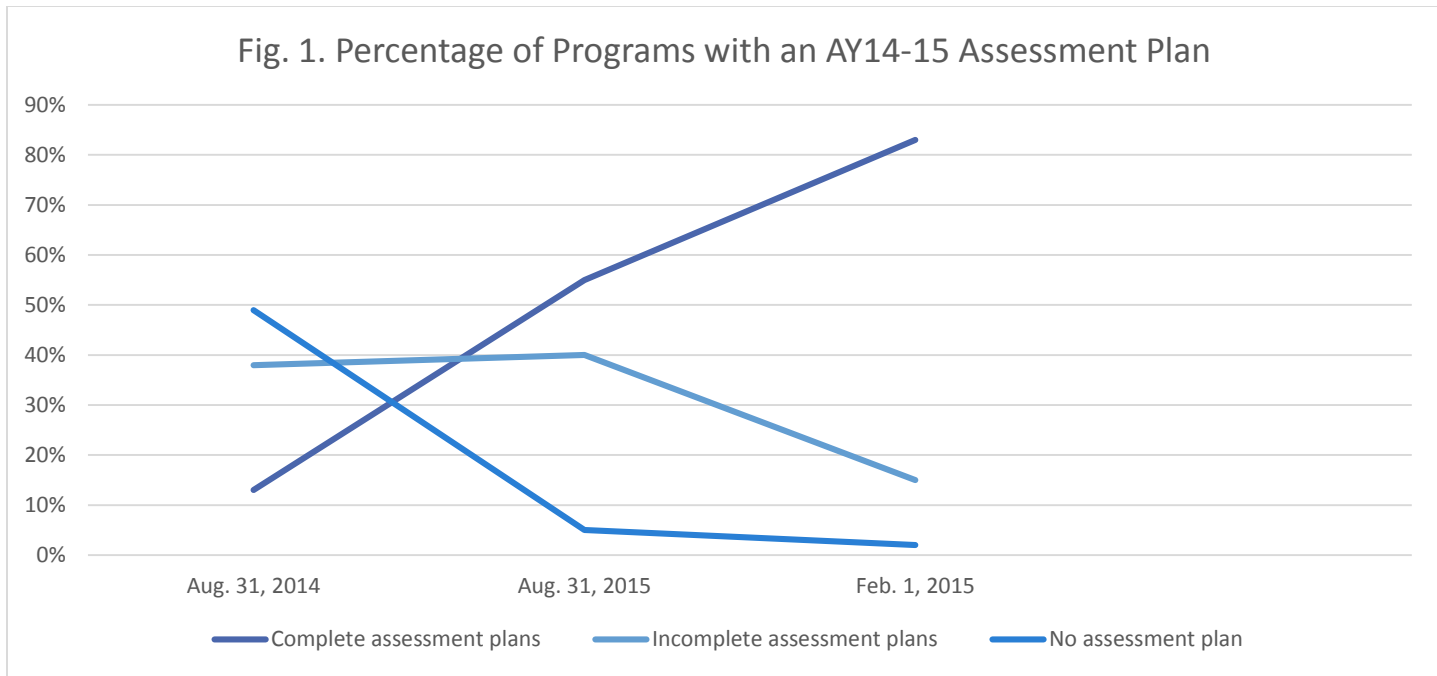
LOs 1 through 6 include knowledge of the program assessment cycle, its purposes, and benefits, plus knowledge of best practices in assessment. Professional development and dissemination of information activities were designed to contribute to campus development in these areas.

To understand the impact of those efforts as well as the overall level of knowledge about program assessment across campus, four assessments were carried out:
1. participation data consisting of reports from Compliance Assist of the assessment plan items submitted for all programs
2. the University Assessment Council's review of 40 randomly selected assessment plans using the assessment plan feedback rubric
3. a comparative study of the quantity and quality of a sample of assessment plans, and
4. a campus-wide survey about program assessment

1. PARTICIPATION DATA
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. As such, the participation data reflect only a basic knowledge of assessment planning, and therefore better measures of the quality of assessment planning from other data sources are provided below to complement the participation data in Figure 1.

Fig. 1. Percentage of Programs with an AY14-15 Assessment Plan

	Aug. 31, 2014	Aug. 31, 2015	Feb. 1, 2015

Legend: Complete assessment plans — Incomplete assessment plans — No assessment plan

2. ASSESSMENT PLAN FEEDBACK RUBRIC SCORES

The University Assessment Council's review of 40 randomly selected assessment plans served as a direct measure of faculty and staff understanding of assessment and skill in assessment planning. The summary of the review in Figure 2 reveals greater knowledge of mission statements, learning outcomes, and curriculum maps than the other elements of an assessment plan. However, few programs' assessment plans reflected best practices, and many were in the early developmental stage. Table 2 summarizes the common suggestions from the University Assessment Council members for improving the assessment plans they reviewed.
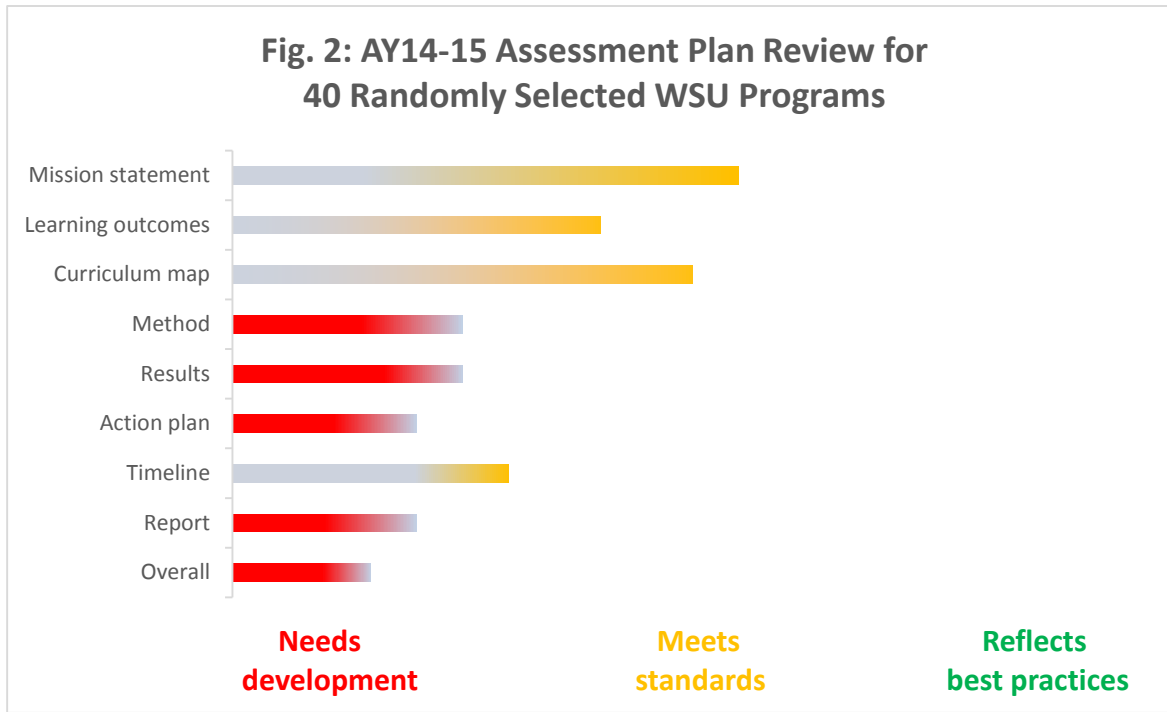
Fig. 2: AY14-15 Assessment Plan Review for 40 Randomly Selected WSU Programs

| | Needs development | Meets standards | Reflects best practices |

Categories (top to bottom): Mission statement, Learning outcomes, Curriculum map, Method, Results, Action plan, Timeline, Report, Overall

Table 2: Common Comments on Assessment Plans

Assessment plan section:	Common comments or suggestions from the University Assessment Council:
Overall plan:	• No frequent comments
Mission statement:	• Provide more explanation for people not in your discipline. • Be more specific about your program; the statement seems like it could apply to any program. • Too general to be correlated with specific learning outcomes. • The mission statement is for the department, not the program.

Learning outcomes:	• The outcomes are a bit vague and seem difficult to measure based on how they are written.
	• Learning outcomes need to be separated. Outcomes included are somewhat vague – learners are able to "use discipline-specific practices". What exactly does this mean? Development of a "deep understanding" – how is this achieved?
Curriculum map:	• Not clear whether or not courses listed represent complete program curriculum.
	• Relationship between courses/activities/milestones and learning outcomes not well established.
	• Does not identify relative attention to each outcome in each course, activity or milestone.
Assessment methods:	• Needs more information for readers to understand the information provided.
	• Missing a lot of information regarding the assessments i.e. source of data, how data is gathered, who reviews the data, what criteria is used for scoring, etc.
	• The assessment does not isolate data about target learning outcome from other information. (In most cases, course grades as a data source fall under this category).
	• The assessment methods are not specific to achieving any particular learning outcome but rather measure if students are completing coursework.
	• The assessment plan involves data collection from multiple courses. What is unclear to this reviewer is how the data is assembled and organized to assess if the curriculum helps students achieve the desired learning outcomes. There is a lot of detail presented – but it appears to be all "trees" without reference to the "forest" This reviewer doesn't understand the process so it is very challenging to rate this assessment plan.
Results:	• It is unclear whether the results met, failed to meet, or exceeded the target or criterion level of performance.
	• Data is provided, but it's not clear if this directly meets the learning outcomes.

Action plan:	• Steps are identified but an "area" to be monitored, remediated or enhanced was not identified. Person(s) responsible was also not identified.
Timeline for implementing the action plan	• No frequent comments
Reporting to stakeholders	• No frequent comments

3. COMPARATIVE STUDY

Quantity of assessment planning was measured by a count of the number of required items of documentation submitted to Compliance Assist (the online assessment plan repository) on 9/1/2014 (prior to any workshops on best practices in assessment) and 8/31/2015 (after one academic year of the availability of such workshops) for each group.

Table 3. Quantity of Assessment Planning by Group

QUANTITY COMPARISON	Professional Development group (n=11)	No Professional Development group* (n=18)
Quantity of assessment plan items as of 8/31/2014	1.5	2.2
Quantity of assessment plan items as of 9/1/2015	6.5	4.9
Change in quantity	**5**	**2.7**

** The Office for Teaching and Learning offered workshops related to course-level assessment, which also develop principles related to program assessment, but the OTL guarantees anonymity to its participants. As such, participation in such workshops may have had an unknown effect on programs identified in this report as part of the **No Professional Development** group.*

Despite having documented fewer items of the assessment plan at the outset of the academic year, the **Professional Development** group surpassed the **No professional development** group's number of items at the end of the academic year. The greater increase in the **Professional Development** group was statistically significant (p<.001).

NB: All Colleges, Schools, and the Student Services groups received monthly reports with unit- and program-level details of the items submitted throughout AY14-15 to notify them of each unit's or program's progress.

Quality of assessment planning was measured using the University Assessment Council's assessment plan feedback rubric, which includes a summary score for the overall quality of the assessment plan. Possible scores range from *Reflects best practices (1)* and *Meets standards (2),* to *Needs development (3)*.

 (NB: Any item of the assessment plan that was not submitted was scored as *3- Needs development*, and therefore the lower quantity of items reported above in the **No professional development** group has an impact on the quality comparison below.)

Table 4. Quality of Assessment Planning by Group

QUALITY COMPARISON	Professional Development group (n=11)	No Professional Development group* (n=18)
Quality of assessment plan as of 8/31/2014: Summary score	2.7	2.9
Quality of assessment plan as of 9/1/2015: Summary score	1.8	2.9
Change in quality	0.9	0

** The Office for Teaching and Learning offered workshops related to course-level assessment, which also develop principles related to program assessment, but the OTL guarantees anonymity to its participants. As such, participation in such workshops may have had an unknown effect on programs identified in this report as part of the **No Professional Development** group.*

The increase in quality in the **Professional Development** group was statistically significant (p=.002), whereas there was no evidence of improvement in quality in the **No Professional Development** group.

The greatest changes in the **Professional Development** group were in the quality of the curriculum maps, assessment methods, results, and action plans. In the **No Professional Development** group, only curriculum maps showed a substantial improvement.

The quantity and quality evidence suggests that professional development may have a positive impact on assessment planning, which in turn suggests that such efforts should continue in the future. Other factors may have played a role in the differences between groups as well, but no data are available to verify or reject such influences. For example, qualitatively different leadership in the programs may correlate with better assessment planning as well as with participation in related professional development. Individual interest in assessment may also have had an impact.

4. CAMPUS-WIDE ASSESSMENT SURVEY

Multiple items on the campus-wide survey sought information about respondents' understanding of the purposes and benefits of program assessment, knowledge of the assessment cycle, and familiarity with the individual steps and documentation within the cycle.

One item of the survey asked respondents to identify the four **elements of the assessment cycle**. Only 36% of the 729 respondents identified all 4 elements of the cycle.

- Administrators (66%) and full-time faculty (49%) selected all four elements more often than other groups.
- Schools and Colleges with many accredited programs did not select all four at a noticeably higher rate than other Schools and Colleges or Student Services.
- Over half of respondents selected "Using results to improve the program", which is the element of the cycle most closely aligned with the goal of continuous improvement of student learning.

In a related open response question asking about **barriers to assessment**, 51 of the 272 respondents identified lack of knowledge or understanding of assessment as a significant barrier.

Another item asked respondents to indicate **how confident they felt in completing each piece of an assessment plan** on a scale of 1 (high confidence) to 3 (low confidence). Respondents (n>446) were most confident about writing learning outcomes and mission statements, and least confident about writing a curriculum map. Respondents in general indicated confidence that they could complete each assessment task if given an explanation and examples of how to do it well.

- Administrators and respondents in the "Other" category (i.e., role not identified; combinations of roles) expressed the highest levels of confidence; graduate students reported the lowest confidence.
- Average levels of confidence varied from 1.4 to 2.2 across the schools, colleges, and student services divisions.

A third and fourth item asked for respondents' perceptions of the **intended purposes and actual uses of program assessment**. Program assessment is meant to enhance student learning and success, i.e., to be focused on program improvement, which is also a central priority in both university and disciplinary accreditation processes. Respondents (n>490) identified these intended purposes at very high rates (>92%), and confirmed the parallel actual uses at somewhat lower rates (>77%).

However, respondents in all groups and most Schools and Colleges also identified the evaluation of individual students, faculty, and courses as intended and actual purposes/uses of the program assessment process at quite high rates (intended purposes >70%; actual uses >61%), indicating a need to better educate the campus about the goals of program assessment and the focus on formative, non-punitive uses of the corresponding information.

Additional items asked respondents to rate a list of **potential benefits of program assessment** and then to identify which of those **benefits that they had actually experienced** in their program. As Table 5 indicates, between 56% and 97% of respondents indicated that program assessment could potentially benefit programs, while between 28% and 77% of respondents indicated that they had actually experienced benefits:

Table 5: Potential and Actual Benefits of Program Assessment (n>434)

	Potential Benefits	Experienced Benefits
Improved curriculum	97%	77%
Improved student performance	93%	65%
Increased knowledge of assessment	92%	74%
Improved student retention or participation	91%	56%
Enhanced recruitment information	89%	48%
Improved relationships among faculty, staff, and students	87%	58%
Scholarship	76%	45%
Funding opportunities	72%	36%
Reduced workload	56%	28%

The generally high numbers for potential benefits indicate a fairly positive attitude about assessment among the respondents. However, full-time faculty, who currently do the majority of the work associated with assessment, had the lowest percentages in each category of any group. Comparing the responses by administrative unit, the responses ranged from near or below 50% for all items to close to or at 100% for all items, showing wide disparities across units.

As expected, the actual benefits experienced are lower than the perceived potential benefits, specifically by a scale of 1/2 to 4/5. The fact that so many respondents reported having experienced benefits despite 2014-2015 being the baseline year for data suggests that there are many opportunities to call on program faculty and staff to share their successes and build a better understanding of assessment across campus through peer-to-peer interactions. However, as with the potential benefits, full-time faculty again tended to have the lowest percentages among the actual benefits results, while results by administrative unit ranged from near 0% to most items above 60%.

To understand how respondents learn about assessment, they were asked to rate the **usefulness of various WSU and external assessment resources**. Of respondents who reported using the available WSU and external resources for learning about and carrying out program assessment, 86% to 94% found the resources to be moderately to very useful. Communication with colleagues and consultations with the WSU Director of Assessment were perceived as the most useful (2.1 and 2.2 respectively where 1 = extremely useful and 4=not at all useful), with other resources close behind. All groups and administrative units identified colleagues as a useful resource at high rates; perceptions of other resources varied.

In open-ended responses, 83 individuals offered other resources that they found helpful, including information from their disciplinary accreditors, examples from other institutions, published literature on assessment, colleagues, conference presentations, and the assessment industry.

Of the 108 respondents who offered **suggestions for improving the available information on assessment or increasing access to it**, many suggested increasing communication, and others recommended informing the campus about and offering professional development, and providing examples. Individual respondents suggested a variety of other ideas, such as adding a link in Blackboard or other commonly used WSU sites to assessment resources, simplifying the structure of the assessment website, and making institutional data available.

To obtain information related to **LOs 5 and 6 (logical action planning, carrying out plans)**, respondents were asked an open-ended question about the **most important change their program had made as a result of program assessment**. The 208 respondents to this item included 292 responses. While 66 indicated that there had been no change, they didn't know of any change, or it was too soon to tell, others described a range of changes, most of them positive. These changes ranged from modifications to curricular or course content, program requirements, pedagogical practices and assessment processes to increased consistency and communication within the program, administrative adjustments, professional development, and articulation or alignment of program goals.

LO7: Closing the loop- Not assessed in AY14-15

Given that AY14-15 was the first year of widespread assessment planning, few programs had sufficient history of assessment documentation to enable a review of whether action plans were implemented. This element will become part of the review process in AY15-16.

Program goal 8: 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). Three items from the campus-wide survey on assessment addressed this issue. The first item asked respondents to select which people on campus value their participation in assessment, the second asked about barriers to assessment, and the third asked for suggestions for recognizing people's assessment efforts.

While 95% of respondents identified at least one person who **valued their participation in assessment**, and 84% (362) of them identified more than one person, only 64% said they themselves valued their own participation.

- You (64%)
- Peers/Colleagues (47%)
- Chair/Immediate supervisor (60%)
- Dean/Division head (51%)
- WSU Director of Assessment (53%)
- WSU Provost (43%)
- WSU President (35%)
- Other individuals (5%)
- None of the above (5%)

Administrators identified other administrators as valuing their participation more so than other groups; staff valued their own participation more than faculty, students, and administrators. Responses varied greatly by College/School/Division.

The second item asked respondent to identify **barriers to assessment**. Of the 272 respondents, 23 noted low motivation due to the lack of reward or recognition for their work, and 32 cited a lack of support, resources, or leadership. Such a lack of reward, recognition, or support is noted in the assessment literature as an indication that assessment is not valued at the institution (Kuh et al 2014; López 2006; Suskie 2009).

The third item, an open-ended question asking respondents to make **suggestions for recognizing individuals' assessment efforts**, received few responses. Only 14 respondents provided recommendations, which significantly overlapped with the suggestions for reducing barriers to assessment and focused on compensation, merit review, and public recognition for individuals' efforts.

Program goal 10: Participation data

Between 9/1/2014 and 8/31/2015, participation in assessment was evidenced by the tracking following activities:

- Approximately 650 unique individuals participated in an assessment workshop, meeting, or individual consultation with the WSU Director of Assessment.
- 157 individual served on assessment committees and/or as assessment coordinators
- 259 faculty and staff were active Compliance Assist users
- 195 unique users visited the Assessment website with 3712 unique page visits

Given that AY14-15 was an intensive first introduction to many campus members to program assessment, future years' reports are unlikely to see such high numbers of interactions with the WSU Director of Assessment as the Schools and Colleges develop their internal support structures.

ACTION PLAN and TIMELINE FOR IMPLEMENTATION

ACTION PLAN ITEM	TIMELINE for IMPLEMENTATION and *RESPONSIBLE PARTIES*
1. Continue to offer professional development in assessment through workshops and consultations.	Throughout AY15-16 *WSU Director of Assessment*
2. Communicate clearly about the basics of assessment – the cycle, its intended purposes and uses	Throughout AY15-16 *University Assessment Council*

3. Organize peer-to-peer assessment events in response to the high rates of reliance on colleagues as a resource as well as to the multiple requests for good examples. Such events would also provide an opportunity for public recognition of individuals (see section on program goal 8), thus fulfilling multiple goals.	Organize in Fall 2015, hold events in Winter 2016 *WSU Director of Assessment*
4. Repeat the assessment plan reviews using the rubric in Fall 2015, but modify the rubric scoring system to clarify the meaning of a rating of 3- needs development by including an indicator of items not submitted at all vs. items submitted but in need of development.	March 2016: Revise rubric to include "not submitted" option *WSU Director of Assessment*
5. Programs will not receive feedback from the assessment plan review until January or February 2016, at least 1 month beyond their AY15-16 deadline to revise/add to their assessment plans. Therefore, to provide feedback to the programs in a more timely manner that allows them to utilize the feedback when reviewing their next year's assessment plan, the University Assessment Council agreed to complete the review process during the summer months in future years.	May 2016: Begin norming process. *University Assessment Council* June 2016: Organize documents and reviewer assignments WSU Director of Assessment; AP's Administrative Assistant July 2016: Complete rubric reviews *University Assessment Council* August 2016: Create individual program reports *WSU Director of Assessment*
6. Either the WSU Director of Assessment or the Associate Provost for Undergraduate Affairs will accompany University Assessment Council members to rubric report meetings with faculty to provide support in the process.	September 2016: Meet with program representatives to discuss reports *University Assessment Council, WSU Director of Assessment, Associate Provost*
7. Identify useful strategies used at other institutions for reviewing large numbers of assessment plans to build capacity for reviews beyond the university level and to increase the focus on quality of assessment planning.	Summer 2016 *WSU Director of Assessment*

8. University Assessment Council members expressed concern that the AY14-15 participation measures only capture interactions with the WSU Director of Assessment, and don't reflect other layers of engagement with or participation in assessment. In response to this shared concern, the Council recommended creating an annual review report form in Fall 2015 as a way to gather data about assessment activities at the School/College/Division and department levels. That report was drafted and reviewed in Fall 2015, and was piloted in CFPCA and Education in January 2016. The form will be sent to program representatives in Winter 2016, and a summary report created in August 2016.	April-August 2016 *WSU Director of Assessment*
9. 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.	Winter 2016 *University Assessment Council*
10. Develop a better process for assessing LOs 6 and 7; the feedback rubric does not capture these items effectively. • LO6: carry out their data-driven decisions to improve their program • LO7: close the loop by re-assessing whether their improvements efforts had the desired effect.	Winter 2016 planning; implementation in AY16-17 *University Assessment Council*
11. Identify ways to inform students about and engage them in the assessment planning process.	Fall 2016 *WSU Director of Assessment*
12. Repeat the assessments used in AY14-15, with improvements as noted above.	Throughout AY15-16 *University Assessment Council*
13. Provide talking points to College/School/Division leaders that focus communications on improvements in student learning.	Winter 2016 *WSU Director of Assessment*

REPORTING TO STAKEHOLDERS

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

BIBLIOGRAPHY

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