**Advancing Student Success at Wayne State University
through Assessment of Student Learning Outcomes:
Report of the Wayne State University Assessment Team**

Submitted to Charles R. Bantz,
Provost and Senior Vice President for Academic Affairs

Submitted by the Wayne State University Assessment Team

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Summary

A university-wide assessment team was appointed in May, 2001, and charged with reviewing assessment of student learning at Wayne State University. The team's guiding question was: "How can assessment activity at Wayne State University be used to promote a culture of student success?" The team sought to 1) examine the literature and the practices at other institutions in order to establish a national context for assessment, 2) survey and review assessment activities of the schools and colleges at Wayne State, 3) link assessment to the university's revised strategic plan, and 4) suggest ways by which assessment can be used to assure continuous improvement. Assessment at Wayne State University must be viewed as a continuous process that involves all stakeholders. Major recommendations of the assessment team include: 1) establishment of an on-going assessment working group, 2) improvement of data collection, data analysis, and information dissemination, 3) viewing assessment as an on-going process essential to continuous improvement of the academic mission, and 4) appropriate funding to support assessment activities.

**WAYNE STATE
UNIVERSITY**

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II. Team Charge and History

Wayne State University's assessment plan, approved by the North Central Association in 1997, specifies that each school or college must develop and implement an assessment plan appropriate to the departments and programs within the unit. All assessment plans must receive approval from the Provost and Senior Vice President for Academic Affairs. All the schools and colleges at Wayne State University have an assessment plan.

The Wayne State University assessment plan also calls for an individual within the Provost Office to coordinate assessment activities. Interim Provost and Senior Vice President for Academic Affairs Marilyn L. Williamson, in 1999, appointed Jack Kay as Associate Provost, assigning to his portfolio student retention and assessment.

Associate Provost Kay's review of assessment plans and activities prompted a recommendation from the senior staff in the Provost Office to establish a university-wide assessment team to review assessment plans and activities and to suggest means by which assessment and advancing a culture of student success can be linked.

Charles R. Bantz, Provost and Senior Vice President for Academic Affairs appointed a university-wide assessment team in May of 2001. The 31-member team was selected to broadly represent the schools and colleges with large undergraduate enrollment and to include Student Development and Campus Life. The team was asked to review assessment plans and to recommend approaches to energize assessment activities. The guiding question for the team was: "How can assessment activity at Wayne State University be used to promote a culture of student success." Jack Kay, Associate Provost, and Bill Hill, Assistant Vice President for Academic Affairs, were appointed to lead the team.

The first meeting of the assessment team was held on 1 June 2001. The group adopted the following mission: "The aim of the assessment team is to develop a strategy for meaningful assessment of student learning in order to promote student success." Between June and December of 2001, the assessment team met as a whole and in small groups, sent a delegation to the American Association for Higher Education Summer Assessment Conference, and conducted fact finding. Assessment team meeting minutes and other information is available on line at <www.wayne.edu/provost/ateam/>. This report was adopted at the team's concluding meeting on 27 February 2002.

III. National Context for Assessment of Student Learning

Overview

One subgroup of the assessment team was charged with establishing a context for assessment of student learning, focusing on major reports and national practices pertaining to assessment. Group members included Paul Beavers (chair), Don Spinelli, Kathleen Beard, Henry Robinson, Cheryl Kollin, and Linda Hulbert.

Definition of Assessment

Academic outcomes assessment is the process by which colleges, schools, departments, programs, and administrative units measure their success in promoting learning and gather data to plan improvement in their accomplishment. Such assessment encompasses all levels of student learning within the university: general education, undergraduate majors, graduate and professional programs, and the services that support the educational environment. The foundation for all such assessment involves the goals of the specific programs as defined by the faculty and staff involved in those programs. To assure the relevance of the measurements to these educational goals, assessment must employ methods and tools appropriate to the specific programs. Such assessment must also employ multiple measurements to assure accurate measurement and a detailed analysis of student learning. The ultimate goal is always the improvement of student learning. Such assessment of student learning is never carried on for assessment sake. It is also distinct from the evaluation of individual students or faculty members.

The American Association of Higher Education (AAHE) has promulgated "Nine Principles of Practice for Assessing Student Learning." These principles provide the underpinning for assessment at Wayne State University. These principles are:

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.

Beyond these points, assessment is also supported at the university through the recognition of the faculty's efforts in assessment and the acknowledgement that research in assessment should be documented and given weight equal to that accorded to other forms of scholarship.

Assessment in General Education

Wayne State University's Program in General Education has been established to enhance student facility in those basic skills that are fundamental to success in college while simultaneously providing the intellectual breadth necessary to place specialized and professional curricula in proper perspective. Assessment of student learning within general education seeks to determine whether the undergraduate students at Wayne State University are acquiring and strengthening those fundamental skills and whether their improvement in these skills is attributable to participation in the Program in General Education. Assessment of each of the competencies addressed by the General Education Requirements must be anchored in the determination of goals specific to each requirement and the selection of a variety of appropriate measures and instruments. Wayne State University's Program in General Education, like general education programs throughout the United States, is a dynamic program intended to evolve and adapt to a changing student body and environment. As such, assessment plays a crucial role in providing the data and insights necessary to improve and mature the program.

In addition to assessing the development of the specific competencies defined by the General Education Requirements, the university also assesses student learning within General Education as a whole. The assessment of these aspects of student learning requires an interdisciplinary approach both to goal setting and to the selection of methods, a process that must unite the concerns of the full spectrum of faculty involved in undergraduate education. Such interdisciplinary efforts are very beneficial to assessment. Indeed, they are encouraged by the AAHE's "Nine Principles of Practice for Assessing Student Learning." Principle number six reads, "Assessment fosters wider improvement when representatives from across the educational community are involved." The literature on interdisciplinary education suggests that there are goals for student learning that span the disciplines. The Association of Integrative Studies, for example, has suggested a set of eleven educational outcomes: "tolerance for ambiguity or paradox; sensitivity to ethical dimensions of issues; the ability to synthesize or integrate; enlarged perspectives or horizons; creativity, original insights, or unconventional thinking; critical thinking; a balance between subjective and objective thinking; humility; sensitivity to bias; an ability to demythologize experts; and empowerment" (in "Assessing Interdisciplinary Learning").

Learning in Undergraduate Majors

The goal for the assessment of majors is to let departments see clearly the means to capitalize on their strengths and address their shortcomings. Therefore, there must be a

way the department evaluates its effectiveness and how those results are used to plan for departmental improvement. Every institution must have and be able to describe a program through which it documents academic achievement of its students.

There is no single way to assess learning in the major, but a detailed and objective plan involving the systematic collection of information is necessary. The assessment program must be reliable and accurate, and must collect information on all (or a representative sample of) students over a sufficient time period for patterns in student achievement to become visible.

A departmental assessment program evaluates the effectiveness of its undergraduate and graduate programs in terms of measurable student outcomes. The program consists of (a) lists of educational objectives for each of the departments' major programs expressed in terms of student learning outcomes; (b) measures of student achievement for each of the objectives; (c) methods of collecting data; (d) procedures for involving departmental faculty in reviewing and using the results of assessment, including revision of the assessment plan when necessary; and (e) annual collection, analysis, and reporting of the results of assessment.

North Central Association evaluators distinguish direct from indirect measures of student learning. Direct measures include a capstone course, portfolio assessment, standardized tests, certification and licensure exams, locally developed exams, essay exams blind scored by multiple scorers, juried review of student projects, and external evaluation of student performance in job situations. Indirect measures include surveys, exit interviews, retention and transfer rates, length of time to degree, SAT and ACT scores, graduation rates, and placement and acceptance data.

Assessment of Learning in Graduate and Professional Programs

Assessment of learning in graduate and professional programs is institutionalized in all universities. Professional degrees usually require a national, standardized exam in order to practice. Doctoral degrees require oral and written exams to qualify for candidacy to a program as well as an oral and written defense of the dissertation. Each discipline and the programs within the disciplines are highly specialized and so a general framework for assessing graduate work is not likely. More recently, some universities require graduating students to complete an exit survey as part of the overall graduation procedures. In other universities, a university-wide survey is conducted of all graduates and/or alumni to determine their perception of the quality of their education. In some cases, as is the case for Wayne State University, these two methods, an individualized exit survey and a university-wide survey of graduates and alumni, is used to obtain information about the graduate experience.

As to research on learning outcomes, more has been conducted for undergraduate assessment than for graduate assessment. Anecdotal evidence, based on informal discussions on the Council of Graduate Deans (CGD) listserve, suggests that a common core of student learning objectives at the graduate level is doubtful due to the

diverse and highly specialized nature of each program. More often, graduate school deans provide guidance on developing assessment methods. At the June 2001 AAHE Assessment Conference, workshops and discussion groups were held to consider outcomes assessment for graduate education. Universities and colleges from across the United States and some foreign countries were represented in these discussions. The general consensus supports that of the informal discussions held on the CGD listserv: very few institutions have a key set of variables for assessing graduate education and that further discussion is needed to help institutions plan for and develop guidelines. Interestingly enough, many of the suggestions offered are part of program review processes that are now institutionalized in most universities.

Program review is perhaps the best known and most used method for acquiring information about all aspects of program quality and outcomes including graduate student education. This is the most comprehensive method as it takes an holistic approach, looking not just at the graduate experience but at the total student experience in a department or program. As anyone who has ever touched the process knows, this method is time consuming and can be expensive and the outcomes are mixed. Wayne State University recently revised their self-study guidelines for departments so that they are more data oriented and outcome specific. The formerly narrative guidelines are now in checklist format making the process of review more expedient for the department and much more useful for the administration.

Efforts to develop learning outcomes for graduate and professional programs are occasionally documented in the professional literature. Bilder and Conrad (1996) have observed, "Anchored in the widely shared assumption that program *outcomes* are perhaps the most important consideration in evaluating and strengthening programs, a growing number of institutions are placing attention on the outcomes of graduate and professional programs, especially outcomes associated with student achievement." There is, of course, an emphasis on establishing such outcomes so they are specific to the programs being accessed and grounded in the standards of associated professional organizations. Only the broadest categories of outcomes have been suggested for general professional and graduate education. In *Responsible Professional Education: Balancing Outcomes and Opportunities* (1986), Stark, Lowther, and Hagerty define eleven generic outcomes into which they have grouped the specific outcomes for professional and graduate programs: "They include six aspects of professional competence—conceptual competence, technical competence, contextual competence, interpersonal communications competence, integrative competence, and adaptive competence—and five attitudinal outcomes—career marketability, professional identity, professional ethics, scholarly concern for improvement of the profession, and motivation for continued learning."

Assessment of the Learning Environment

A comprehensive assessment of learning requires assessment not simply of the specific curricula in which students are participating, but also of all elements of the university encountered by students within the course of their programs that may conceivably influence their learning. Service units—like the Academic Success Center, the University Advising Center, Career Planning and Placement Services, Computing & Information Technologies, the Office of International Students and Scholars, and the University Libraries—play definite roles in student learning and have goals and objectives defining those roles. Assessment will help service units play stronger and clearer roles in student learning while assisting the units with strategic planning, focusing on big issues, and preparing for the future. As in all other aspects of student learning, assessment is best carried out with multiple measures and multiple instruments and appropriate means of measurement must be selected. The literature of environmental assessment, however, strongly suggests that there are a number of nationally recognized tools that may be useful in capturing information and putting such services in a national context.

IV. State of the Art Review of Assessment at Wayne State University

Overview

One subgroup of the assessment team was asked to review current assessment of student learning at Wayne State University using the North Central Association's NCA) "Levels of Implementation and Patterns of Characteristics." The subgroup was also asked to identify exemplary programs in assessment, to identify assessment procedures, processes, data, instruments currently in use, to develop a plan that establishes minimum guidelines for assessing assessment plans, and to make recommendations. Group members included Maria Ferreira (chair), Donna Green, Robert Berman, Trilochan Singh and John Vander Weg.

The assessment review subgroup engaged in a number of activities to accomplish their tasks. The group developed a survey using NCA's "Levels of Implementation and Patterns of Characteristics" that was sent to nine of the schools or colleges (Business Administration, Urban, Labor and Metropolitan Affairs, Education, Engineering, Fine, Performing and Communication Arts, Liberal Arts, Nursing, Pharmacy and Health Sciences, and Science). The survey covered four major areas of assessment: Institutional Culture, Shared Responsibility (Faculty, Administration and Students), Institutional Support (Resources and Structures), and Efficacy of Assessment. The subgroup decided to use Level Two (Making Progress in Implementing Assessment Programs) because they determined that assessment practices at WSU were neither in the "Beginning Level" nor in the "Maturing Stages." Each college assessment coordinator was asked to respond to each statement in the survey using a 5-point scale from "Strongly Disagree" (value = 1) to "Strongly Agree" (value = 5). A copy of the survey may be found in Appendix A, along with detailed data.

The survey was followed by an interview with the assessment coordinator in each college. The interview, conducted by a team of two subgroup members, was intended to verify the responses in the survey and to collect additional details/evidence of assessment practices in each program. The group did not conduct an interview with the College of Education's Assessment Coordinator due to time constraints.

The subgroup notes several cautions regarding the conclusions of these findings. For each college, the results are based solely on the perspectives of one person—the assessment coordinator—who was either the Dean or an Associate Dean in the college. Ideally, a comprehensive study of the assessment practices used in each college would include the perspectives of a representative sample of faculty members and students. Each college comprises a variety of programs. Thus, assessment practices may vary greatly, both in quantity and quality, in programs within the same college. The subgroup collected data on undergraduate programs only. In addition, the subgroup noted large differences not only between units in each college, but also between the colleges. The reporting of means in the chars in this section obscures the large differences among the colleges. Some colleges have made extensive use of assessments while others are

just about to begin. The more detailed data in the Appendix shows these large differences.

Findings of the Assessment Survey

The results presented here are based on the mean of each college's response to every assessment area in the survey. However, to protect each college's anonymity of individual responses, the results are combined in two major categories: 1) Externally accredited colleges—Business Administration, Education, Engineering, Nursing, and Pharmacy and Health Sciences, and 2) Colleges that are not externally accredited— Urban, Labor & Metropolitan Affairs (CULMA), Fine, Performing and Communication Arts, Liberal Arts, and Science.

The results are organized using NCA's four major areas of assessment: Institutional Culture, Shared Responsibility, Institutional Support, and Efficacy of Assessment. The mean in each assessment area is based on the assessment coordinators' responses to a series of statements examining various aspects of a specific assessment area (refer to the survey in Appendix A).
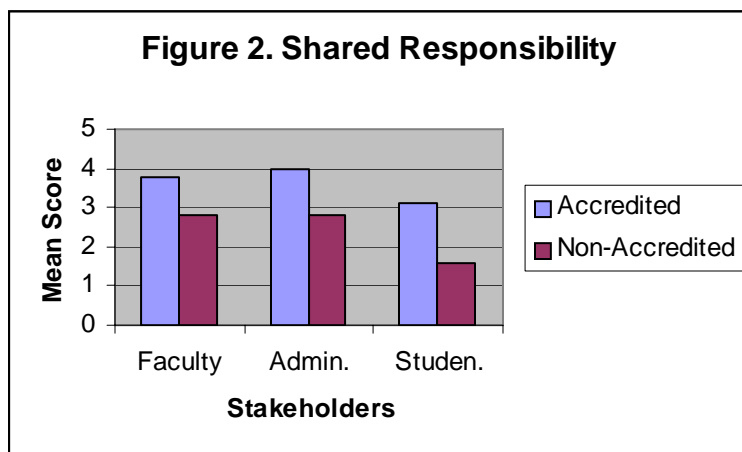
Institutional Culture

This area of assessment addresses the extent to which assessment is part of a college's culture as evidenced by the college's mission, educational goals, and shared understanding of assessment among the college's stakeholders. Results from the survey indicate that assessment appears to be part of the culture in colleges that are externally accredited (see Figure 1 below). However, there were two exceptions. While the College of Science also scored high in this area, the College of Pharmacy and Health Sciences scored rather low. This was true in all areas.

Figure 1. Institutional Culture
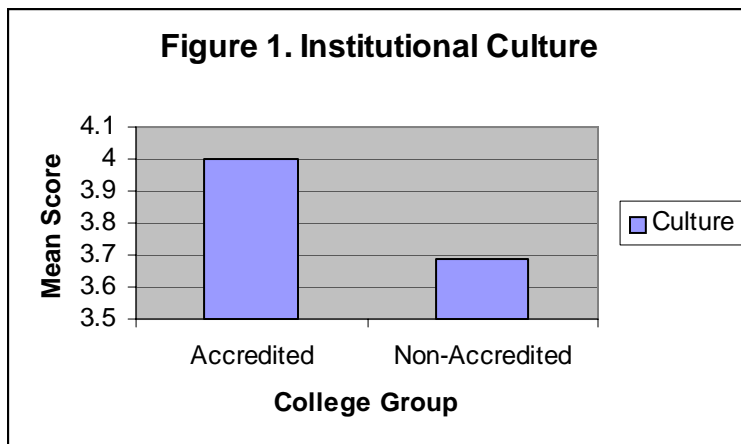
Shared Responsibility

According to the NCA's Levels of Implementation, the responsibility for assessment within an institution should be shared among three groups of stakeholders: Administration, Faculty, and Students. Our results indicate that of these three groups of stakeholders, the students had the least say in their college's assessment practices (see Figure 2 below). Although in a few colleges students are informed about the purposes of assessment, they do not seem to play any role in the assessment program, even in externally accredited colleges. The College of Engineering is the only exception. According the their assessment coordinator, in some areas of engineering students are involved in assessment at all levels.

Also, although colleges that are externally accredited rated faculty involvement highly, the extent of faculty involvement in each college's assessment plan is not very clear. Undoubtedly, faculty members have the greatest responsibility for the delivery of assessment activities related to student academic achievement (course assignment, grades, and evaluations). However, assessment in the individual colleges (as presently exists) is headed by one of the top college's administrators (Dean or Associate Dean). The great majority of colleges do not appear to have an assessment team composed of administrators, faculty, and students. Faculty participation (if any) is viewed as part of service. As a result, most faculty members (particularly junior faculty) have little incentive to become involved in assessment activities, unless mandated by their college's administrators. Indeed, one of the main issues discussed during the interviews was the need for greater faculty involvement in assessment. The two main aspects of this issue are: (1) how to convince faculty of the importance of assessment and (2) provide support (in the form of summer stipends and/or teaching release time) to faculty members interested in leading an assessment team.

Figure 2. Shared Responsibility

Institutional Support: Resources and Structures

Two aspects of institutional support were covered in this area, resources and structures. As figure 3 below indicates, resources for assessment are particularly low in non-

accredited colleges. Indeed, during the interviews lack of resources was often mentioned as a hindrance in the development of a coherent assessment plan. Assessment coordinators felt that resources were particularly needed to foster faculty involvement in each college's assessment plan. As previously pointed out, summer stipends and/or teaching release time are key to fostering faculty involvement.

Figure 3. Institutional Support: Resources and Structures
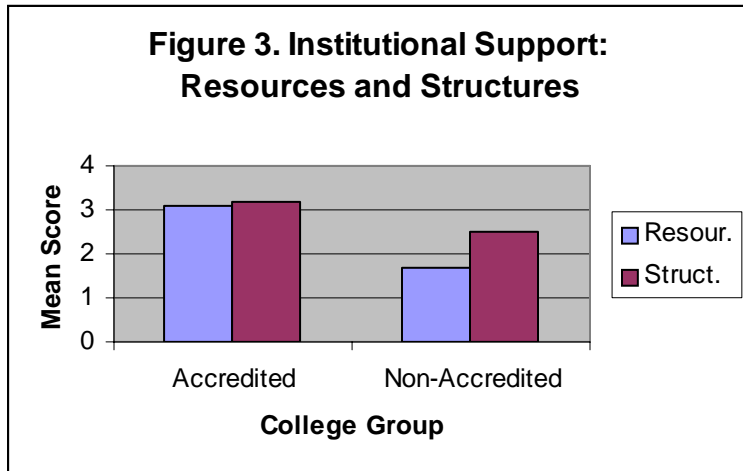
Efficacy of Assessment

This area of the survey tried to assess the extent to which each college uses the results of their assessment practices to make changes in their academic programs, curricula, pedagogy, and support services. Once again, externally accredited colleges scored much higher than the non-accredited colleges (see Figure 4 below). However, the College of Science also scored high in this area, although comments from the College of Science Assessment Coordinator indicate that the ratings in this area did not apply to all the programs within the college.


Figure 4. Efficacy of Assessment
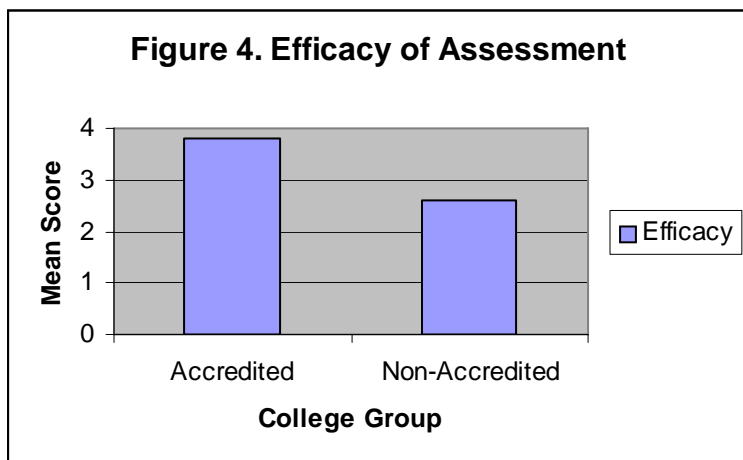
Summary

The assessment review subgroup found a great deal of variability in the assessment practices used by the various colleges to assess student academic learning at WSU. Our results also indicate that the programs with the greater level of assessment practices are those that are externally evaluated by an accrediting agency (Business, Education, Engineering and Nursing). However, the College of Pharmacy and Health Sciences was an exception. In fact, the College of Pharmacy and Health Sciences scored as low (and sometimes lower) than any of the non-accredited colleges. According to a faculty member in pharmacy, even though in the past some efforts have been focused on assessment this is no longer the case. The college's administration has been in transition in the past few years and since it is the administration that drives assessment, assessment practices tend to halt when administrators leave.

The College of Science was also an exception. Even though it was placed in the non-accredited group, it scored high in most areas. According to the assessment coordinator, some programs (Mathematics and Chemistry) are well aware of the value of assessment.

Our results also indicate that student involvement and resources received the lowest scores, particularly in non-accredited colleges (see Figure 5 below).

Figure 5. Summary of Results
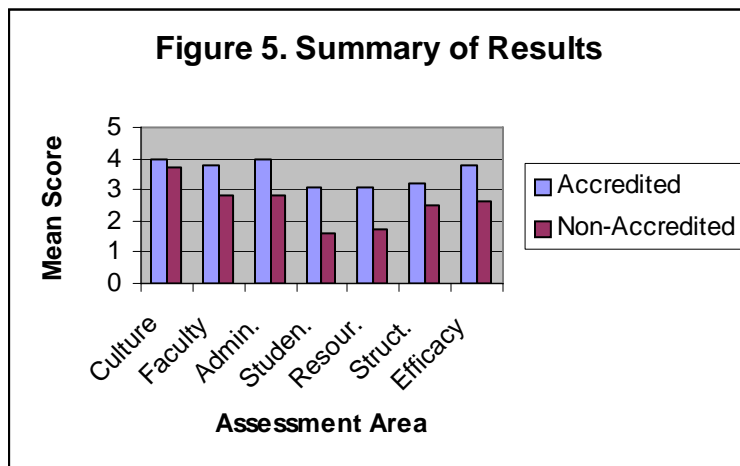
Best Practices

Two colleges, Business Administration and Engineering (Department of Mechanical Engineering in particular) appear to exemplify best assessment practices. Best practices in Mechanical Engineering include:
1. assessment plan that is transparent and accountable
2. active assessment committee with a chair
3. advisory committee,
4. input from alumni,

5. industrial reports,
6. course matrix by program objectives,
7. studies and minutes of assessment meetings posted on the college's web site.

School of Business Administration best assessment practices include:
1. assessment as an integral part of the college culture (assessment is part of the culture of the business—marketing drives business and marketing is based on assessment).
2. although assessment of student knowledge is done, primarily through required capstone courses and field tests, a variety of other approaches to determine the effectiveness of programs are used
3. benchmarking studies are used to compare the quality of Business Administration programs to similar programs in other Doctorial/Research Universities-Extensive
4. surveys of students and alumni are used to determine student satisfaction with programs and to tailor recruiting activities
5. student and alumni focus groups
6. input of a business advisory council
7. database of faculty profiles
8. faculty research report

The results of these assessment activities have been used to revise the curriculum in various programs in the School of Business Administration, to recruit students, and to focus resources in specific areas of need. For example, based on the feedback from students, alumni, and other stakeholders, the school developed a close collaboration with area community colleges. This includes developing brochures and curriculum guides for each community college and meeting annually with community college counselors. As a result, student enrollment in the College of Business has gone up and 75% of their undergraduate students come from local community colleges.

Recommendations

It is clear that external accreditation drives assessment in externally accredited programs. In the absence of appropriate external accreditation, the university administration should require the development and implementation of a comprehensive assessment plan from each program. The university could provide a general assessment plan that allows adequate flexibility for each program to tailor their assessment to their programs' unique characteristics.

However, for this to become a reality schools and colleges must develop assessment teams and obtain funding. First, the university needs to make it clear that valid reliable assessments are an integral part of WSU's mission. Second, each program should have an assessment team comprised of faculty, administrators and students and led by a designated person. Third, members of the team should receive training in assessments. Finally, funds must be budgeted in each college for the specific purpose of assessment activities. A portion of these funds must be used to support key faculty

who become part of the assessment team (summer stipends and/or teaching release time). Presently colleges whose assessment plans are driven by external accreditation use resources from their general fund to cover basic expenses related to assessment. College deans or associate deans drive the assessment practices in their colleges and faculty members are either required to participate or receive service credit for their participation. However, because administration drives assessment in the colleges, when the administration is in transition, as in the case of the College of Pharmacy and Health Sciences, assessment practices tend to die down. An assessment team comprised of various college stakeholders would prevent this from occurring.

Existing Assessment Procedures, Processes, Data, and Instruments

A summary of the various measurement devices used in the assessment approaches of the schools and colleges at Wayne State University is provided in Appendix B. A more comprehensive compilation and evaluation of these measures is needed. It is also important that a plan that establishes minimum guidelines for assessing assessment plans be established.

V. Assessment of Student Learning and the University Strategic Plan

Overview

One subgroup of the assessment team was charged with determining the guidance for assessment planning and practice provided in Wayne State University's Mission Statement and Strategic Plan, revised in 2001. Subgroup members included Steve Salley, Susan Neste, Lisa Rapport, Nikka Kensel, Maureen Smythe, and Tom Wilhelm.

WSU Mission Statement and Strategic Plan

Perhaps no documents better express the philosophy and priorities of a university than its mission statement and strategic plan. Thus, it is of importance that these documents reflect a dedication and commitment to the concepts of assessment. While it is clear that assessment of student learning is for the most part a program-level activity, the entire institution must embrace it and this must be reflected in its Mission Statement and Strategic Plan.

The Wayne State University Mission Statement is very succinct. It states:

> *As an urban research university, our mission is to discover, examine, transmit and apply knowledge that contributes to the positive development and well-being of individuals, organizations and society.*

This statement, in which student learning is clearly of paramount importance, lays the framework for the WSU Strategic Plan. The Strategic Plan, in turn, describes the means of accomplishing this mission.

The WSU Strategic Plan is comprised of five basic thrusts, each of which can be tied to a dedication to the assessment of student learning:

1. *Establish and sustain a superlative learning experience that builds upon the unique values and attributes of WSU.*
2. *Strengthen our performance as a nationally recognized research university by focusing on our competitive advantages, enhancing our scholarship, emphasizing a multidisciplinary approach to research, and collaborating with government, industry and other institutions to enhance economic growth and the quality of life.*
3. *Enhance the quality of life on campus by nurturing a culture of success and excellence.*
4. *Develop mutually beneficial partnerships with our community as catalysts for the social, cultural, economic and educational enrichment of the region.*
5. *Enhance and increase educational opportunities both for the benefit of Michigan citizens and to attract others to the state from throughout the world.*

Associated with each of these strategic thrusts are more specific goals, which are itemized in Appendix C, Strategic Plan Outcomes and Assessment Measures, in which the linkage between these strategic goals and specific outcomes related to these goals are demonstrated. Additionally, a description of how the outcome relates to student learning and suggested methods and vehicles for the measurement of outcome attainment are described.

The degree to which Wayne State University meets its mission is measured by the success with which individual programs achieve their objectives. Hence, each unit should be required to have a defined written set of goals and objectives, which is based on their own mission. These program-level objectives should in turn be related to those of the university. Concomitant with program-level objectives, each program should have outcome measurement tools that are designed to measure its success.

Many of the methods that are described in Appendix C, Strategic Plan Outcomes and Assessment Measures, are specific to the program level. For those goals that have commonality between programs, other university-wide measures are recommended. Among the methods recommended are surveys of current students, alumni, and faculty. In addition, recommendations are made for an increased reliance on the existing program review process. In order to prevent an overabundance of surveys, it is recommended that the existing surveys be used wherever possible and that they should be customized to measure those outcomes implied within the Strategic Plan. The program review process should also be modified as necessary to achieve these measures, including a sensitization of external reviewers to this purpose.

Other recommended assessment methods include periodic program-level reports on specific outcome measures outside of the Program review cycle. Salary and promotion recognition is also identified as a means of demonstrating dedication to student learning.

A summary of the methods for assessing the outcomes specified in the WSU Strategic Plan is given in Table 1. These are divided into 1) surveys of graduates, current students, and faculty, 2) data tracking, and 3) other methods. Further definition of specific survey questions and the identification of existing versus new survey instruments remain to be defined.

**Table 1: Summary of Recommended Assessment
Instruments for the Strategic Plan**

<u>**SURVEYS**</u>

Graduates:
1.1.1. Recruitment of faculty: Graduates will be targets of focus groups, surveys and questionnaires with respect to **the quality of their educational program regarding employment**.
2.0.0 Alumni surveys track post-graduate job placement and involvement in scholarship.
2.1.4 Effect of funding: Surveys/focus groups of alumni and current students examine the relationship between student learning and externally funded projects.
2.3.0 Increase participation of undergraduate and graduate students in research & scholarship. Alumni and current student surveys will include **questions assessing involvement in research** (e.g., research-related jobs, publications and presentations).
2.3.1 Increase opportunities for students to obtain credit and paid positions in research & scholarship. **Same as above 2.3.0.**
2.3.2 Expand undergraduate research programs. **Same as above 2.3.0.**
3.1.0 Create a strong and vibrant campus community. **Student satisfaction surveys and questionnaires.**
3.1.0 Create a strong and vibrant campus community. **Targeted focus groups and structured interviews.**
3.1.1 Increase opportunities for residential life on campus. Student satisfaction questionnaires related to residential life on campus.

Faculty:
1.12 Faculty performance in enhancing student learning: Faculty will be surveyed to **assess the adequacy of the SET forms and teaching portfolios in evaluating faculty teaching performance.**
1.2.5 Cultural competence of students, faculty and staff. Questionnaires will be designed to determine the cultural competence needs of students, faculty and staff.
3.1.0 Create a strong and vibrant campus community. **Targeted focus groups and structured interviews.**
3.1.3 Increase opportunities for enhanced social interaction: Needs questionnaires to Needs assessment to determine types of **social interaction and recreational/intramural activities in which the campus communities would participate.**
3.2.0 Improve the quality of service to students, faculty and staff. Survey faculty regarding **quality of service.**
3.3.2 Develop a comprehensive deferred maintenance strategy to maintain the university's physical plant. Student/staff questionnaires to **determine if targeted university physical plant buildings and infrastructure has/had a negative impact on completion of educational programs or work productivity.**

3.3.3 Offer available, convenient and safe **parking**. Student/faculty/staff needs/satisfaction questionnaires.

2.1.2 **New: Track efficacy of faculty mentoring program.**

2.1.1 **Faculty exit interviews**.

Students:

1.1.2 Faculty performance in enhancing student learning: Faculty and students will be surveyed to assess the adequacy of the SET forms in evaluating faculty teaching performance.

1.2.0 Internship survey: **assess the nature of their internship experiences through WSU.**

1.2.0 Internship data: Survey students to find out if they **are aware of internship opportunities and how to obtain one.**

1.2.5 Cultural competence of students, faculty and staff. Questionnaires will be designed to determine the cultural competence needs of students, faculty and staff.

2.1.4 Effect of funding: Surveys/focus groups of current students to examine the **relationship between student learning and externally funded projects.**

2.1.5 Increase funding: Examine the relationship between student evaluation of teaching and faculty who obtain external funding. In what ways are funded faculty providing enhanced student learning?

2.3.0 Increase participation of undergraduate and graduate students in research and scholarship. Current student surveys will include questions **assessing involvement in research** (e.g., research-related jobs, publications and presentations).

2.3.1 Increase opportunities for students to obtain credit and paid positions in research and scholarship**. Same as 2.3.0.**

2.3.2 Expand undergraduate research programs. **Same as 2.3.0.**

3.1.0 Create a strong and vibrant campus community. **Student satisfaction surveys and questionnaires.**

3.1.0 Create a strong and vibrant campus community. **Targeted focus groups and structured interviews.**

3.1.1 Increase opportunities for residential life on campus. Student satisfaction questionnaires related to **campus residential life.**

3.1.3 Increase opportunities for enhanced social interaction: Needs questionnaires/needs assessment to determine **types of social interaction and recreational/intramural activities** in which the campus communities would participate.

3.2.0 Improve the quality of service to students, faculty and staff. Survey students and faculty regarding **quality of service**.

3.2.1 Improve the quality of student services in such areas as admissions, advising and financial aid. Anonymous student satisfaction questionnaires that **incorporate self-reported HPA and CH attempted/completed.**

3.2.2 Streamline the university's business processes so services are provided in a timely and effective manner. **Same as 3.2.1**.

3.2.3 Develop a comprehensive customer service plan that sets university-wide standards for delivery of high quality, courteous services. **Same as 3.2.1.**

3.2.4 Increase opportunities across the campus for self-service and high-quality electronic systems. **Student needs/satisfaction questionnaires.**

3.3.2 Develop a comprehensive deferred maintenance strategy to maintain the university's physical plant. Student/staff questionnaires to **determine if targeted university physical plant buildings and infrastructure has/had a negative impact on completion of educational programs or work productivity.**

3.3.3 Offer available, convenient and safe **parking**. Student/faculty/staff needs/satisfaction questionnaires.

3.3.4 Improve the reality and perception of campus safety. Student perceptions of campus safety questionnaires.

5.2.3 Internships/local business: **Survey students: Are they aware of opportunities, do they know how to secure internships?**

OTHER ASSESSMENT

1.0.0 Establish and sustain a superlative learning experience. **Structured peer review of department curriculum guides** will reflect latest developments related to the discipline.

1.1.2 Continue to improve faculty performance in enhancing student learning. The new **SET format will be evaluated** and compared to the previous version for validity in providing useful information about teaching excellence.

1.1.3 Integrate support for excellence in teaching and learning into the campus culture. Analysis of **SET results used to provide structured workshops** designed to improve performance in areas directly under the control of the instructor. **Small focus groups of students within disciplines** to assess how they feel about their instructors' teaching skills.

1.2.1 Align general education requirement with society's…. **GED end of course evaluations will be reviewed** and revised as necessary to incorporate society's global, diverse, scientific and technological character.

1.2.1 Align general education requirement with society's…. **GED requirements will be reviewed every few years by a university committee comprised of diverse faculty.**

1.2.2 Create residential and curricular learning communities. **Departments will be required to report initiatives related to creating residential and curricular learning communities.**

1.2.2 Create residential and curricular learning communities. Each college or department curriculum committee will appoint an assessment subcommittee. Require bi-annual reports of assessment measures used and an evaluation of each. Disseminate all reports to all colleges.

1.2.2 Create residential and curricular learning communities. Assessment: Were these learning communities created?

1.2.2 Create residential and curricular learning communities. What departments created partnerships, and how successful were they? Department will report annually on the development of parallel discipline international student exchange programs.

1.2.2 Internal assessment: What learning communities were created, and how successful were they in terms of attracting and retaining students within these groups?

1.2.2 Create residential and curricular learning communities. Department will report annually on the development of parallel discipline international student exchange programs.

1.2.3 Expand global learning opportunities. What percent of our students take advantage of study abroad compared to other urban institutions?

2.1.4 Effect of funding: Examine the relationship between student evaluation of teaching and faculty who obtain external funding. In what ways are funded faculty providing enhanced student learning?

2.1.5 Increase funding. **Same as 2.1.4.**

DATA TRACKING:

1.20 Internship data: Assessment: **Have the number, types, etc. of internships increased?**

1.2.3 Expand global learning opportunities. Departments will report annually on the development of parallel discipline international student exchange programs. Assessment: Have more opportunities been developed? What percent of our students take advantage of study abroad compared to other urban institutions?

1.2.3 Centralized resource guide for opportunities available to students, included in course offerings publications

1.2.4 Provide greater experiential learning opportunities for all students (e.g., internships, co-op education, service learning). Departments will report annually on their initiatives to develop learning opportunities (e.g., internships, co-op education, service learning).

2.1.6 Improve support for selected Ph.D. programs. Data on appropriate **national examinations** (e.g., board and licensing examinations).

2.1.6 Improve support for selected Ph.D. programs. **Job placement data.**

2.1.6 Improve support for selected Ph.D. programs. Assess the differences between gains made by the Ph.D. programs targeted for additional support and those not targeted in terms of time to degree, job placement, and student satisfaction.

2.2.0 Strive to assure that all academic units perform at a level comparable to the university's national ranking. Data on appropriate national examinations (e.g., board and licensing examinations)

2.2.1 Increase multidisciplinary research and scholarship. **New Shuttle Service. Assess change in use of library and other services by main campus and medical campus students and faculty.**

2.3.1 Increase opportunities for students to obtain credit and paid positions in research and scholarship. Track course credit enrollment and paid positions reflecting student involvement in research.

2.3.2 Expand undergraduate research programs. **Same as 2.3.1.**

3.1.4 Increase employment of students on campus. Assessment of retention and graduation rates for on-campus employment vs. off-campus employment.

5.1.0 Internal assessment: Have we increased our enrollment to 35,000 students?

5.1.1 Continue programs to increase the number of first-time-full-time freshmen. Develop long-range studies of students within these programs to determine program impact on learning, retention, grades, etc.

5.1.1 **Continue programs to increase the number of first-time-full-time freshmen. . Track success of recruitment efforts.**

5.1.2 Continue and develop initiatives to enhance enrollment in post-bachelor's professional programs. **Track success of recruitment efforts.**

5.1.3 Maximize initiatives to expand the number of undergraduate transfer students. **Track success of recruitment efforts.**

VI. Closing the Loop: The Process of Feedback and Continuous Improvement

Overview

The retention literature emphasizes the importance of "closing the loop" in assessment plans. The central purpose of academic assessment is to use information obtained through the various measures of assessment to make changes in educational practice that make a positive difference to student outcomes. A subgroup of the assessment team devoted attention to approaches by which the Wayne State University assessment plan can assure continuous improvement. Subgroup members included Cassandra Bowers (chair), Jose Cuello, Stuart Henry, Marianne Krupka, Paul Donn, Marilyn Oermann, Donna Alexander and Ruth Ray.

Principles to Guide Assessment

The subgroup proposed eleven key principles that should guide the assessment plan. In implementing these principles we need to be aware of the inevitable tension that exists between enrollment concerns and assessment processes. Thus, in establishing assessment feedback processes, programs should take account of the unique realities and character of this university's student profile. In particular, the tension between the need for assessment and its related demands for continuous programmatic change are not compromised by the drive for enrollment, even in times of economic scarcity.

Recognizing the uniqueness of Wayne's diverse student body may also require us to construct pathways and different time frames to accomplish our overall assessment goals. In implementing program change based on assessment feedback, the university should not lose sight of the fact that its mission is student-centered, and that it is designed to inculcate its students with the capacity for lifelong learning.

Any plan should be cognizant of major educational values. The university is the one cultural institution of society explicitly charged with bringing together all its knowledge and wisdom. As such, the university is central to educating and training its citizens. Implicit in an educated citizenry is an understanding of how the world functions and possession of skills that enable its citizens to perform effectively in that larger world. Thus, the educational process should be designed to establish citizens with a well-rounded identity, cognizant of the world around them, and of their place in it. To accomplish this a university educational process should develop in students a powerful mind, which is one that integrates creative, critical, analytical, and communication skills.

Finally, the core principles of the feedback process should be clear and simple in relating to measurement, evaluation, feedback and implementation of programmatic change. In this context the subgroup called for that the following eleven principles to be followed.

1. *Sound Educational Values.* The assessment of student learning is based on sound educational values with the overall objective of ensuring that educators meet their responsibilities to their students and to the public.

2. *Nature of Assessment.* Assessment and the processes designed to implement changes should be systematic, multidimensional, integrated and continuous. It should be developed in such a way as to encourage faculty, students and staff to become stakeholders in the process.

3. *Mission Orientation of Assessment Feedback.* Assessment data shall be gathered with a view that it will be the basis for making subsequent changes designed to enable educational programs to better meet the university mission and strategic plan based on clearly identified goals to enhance the educational experience of students.

4. *Change tied to Assessment Data.* The data derived from the assessment process should be used as a primary guide for program changes and that any other changes made should be tied to, and subsequently become part of, the assessment process. Program assessment teams should draw on the university's central Office of Institutional Analysis for data generation.

5. *Organizational Scope of Changes.* Changes made based on assessment and evaluation data should not be restricted to program or department levels but include college and university-wide changes where these are necessary to bring about the kind of improvement indicated by the assessment data.

6. *Programmatic Scope of Changes.* Evaluation of the effectiveness of programs and the data on which changes are made should serve to inform students as well as make program changes.

7. *Student Focused Objectives of Feedback.* In informing students, feedback should operate both at the level of general educational competence and at overall program competence. At the undergraduate level, feedback should lead to academic self-empowerment and integration of knowledge across the curriculum, such that powerful oral and written communication skills helps to create a self-realized and socially aware identity, enabling students to have effective relationships with their wider interactive environment. At the graduate level, feedback should be designed to encourage students to better achieve their career and/or research objectives.

8. *Effectiveness of Feedback.* The university should enforce existing systems of programming, such as course sequencing and prerequisites, and evaluate whether enforcement of these makes a difference to student outcomes.

9. *Participatory Process.* The assessment process and the evaluation of the data derived from the process needs the participation of representatives of all levels and constituencies within the program, college and university (administrators, faculty, advisors and students). Each academic program in the university should have an

assessment team reflecting this integrative participation and this team should be the medium through which feedback is dispersed to the relevant committees who implement recommended programmatic changes.

10. *Monitoring and Oversight.* The mechanism for providing assessment data should be reviewed by faculty and program administrators. As with the assessment and feedback process, each college in the university should have an assessment monitoring team, comprised of representative faculty, academic staff and department chairs, that monitors the status of ongoing assessment activities and data collection in the college. This team should: (a) develop the particular assessment charge in collaboration with individual programs, (b) approve of the plan developed; (c) report results of its collaborations and review to program membership (annually), (d) serve as a resource and clearing house to its college-level programs for assessment processes and practices university-wide, (e) report and act as a conduit to the university-level assessment committee about assessment activities in the colleges, and (f) assure that assessment is continuously assessed with particular attention devoted to the validity of selected measures. It should be the responsibility of a university-level Continuous Assessment Committee (UCAC) to establish a mechanism to assess the whole process of assessment and monitoring drawing on external reviewers and community/alumni board members. Only with this degree of outreach will it be possible for the assessment process to enable the university to meet its obligations to the various constituencies identified in its mission. This is especially important for a university that serves multiple functions ranging from career preparation and job training, through professional education to education for its intrinsic worth and education for research. In addition, the UCAC should develop an assessment portfolio containing standard items from a data warehouse that can be adapted to serve individual program's assessment needs. Finally, the UCAC should develop a timeline for implementation of the whole assessment process.

11. *Funding and Resources.* The university should provide funding resources for both the process of assessment and to afford the necessary changes suggested by the assessment data. This implies a portion of funds be allocated to each college to institutionalize assessment activities and provide various incentives for faculty participation beyond service credit. It also implies that the various offices in the university that are charged with providing support for the assessment process be adequately funded so as to provide the additional support needed (e.g. the Office of Institutional Analysis).

Having outlined these 11 principles that comprise the assessment feedback process, it is suggested that the university review of each program's ongoing assessment process be tied to its regular program review cycle, typically 5 to 7 years, although this may occur more frequently where external professional accrediting agencies and review boards are involved.

VII. Conclusions and Recommendations:

Outcomes assessment must be a major part of the ongoing improvement of any institution. North Central Association and other accrediting bodies are requiring institutions to demonstrate their intentions in this area as a part of any institutional review. Moreover, assessment can and should be used by universities, colleges, and programs to continuously monitor educational processes not simply for the sake of monitoring but to promote a culture of student success.

It is imperative for institutions like Wayne State University to develop appropriate means of assessing students, faculty, facilities, courses, programs and for schools and colleges to maintain the highest standard of education. Developing and maintaining an outcomes assessment program will take the efforts of all members of the Wayne State community to understand the need and rationale for implementation. This includes the continuous assurance of central administrations to staff and faculty that assessment is, and will be only used for, the purpose of continuously improving the institution. Assessment is not data collection, although data collection figures prominently in the assessment of student learning. Assessment is not an end in and of itself. Rather, assessment is a vehicle for continuous improvement in advancing the mission of Wayne State University.

The university-wide assessment team devoted considerable enthusiasm, energy, time, expertise and commitment to their assignment. Remarkably the four independent sub-groups reached similar conclusions. The group has identified numerous recommendations for the improvement of assessment at Wayne State University. From their dedication and insight the following philosophy and key recommendations are proposed:

> *Assessment must be viewed as a holistic and ongoing process that assures continuous improvement in the provision of quality education and the achievement of student success. University-wide and programmatic assessment must represent all stakeholders, including students, faculty, staff and community. Leadership for assessment must be at all levels of the university, with particular support coming from the senior administration.*

> 1. *An on-going assessment-working group should be established to advise, monitor, review, and develop assessment across the campus. The working group should review all recommendations within this report.*

> 2. *Evaluation and coordination of current assessment tools and information are needed. The various units involved in the collection and reporting of data should coordinate efforts to avoid duplication and to promote accuracy, appropriate analysis, and effective dissemination. Substantial attention must be devoted to improvement of data gathering and analysis.*

3. *Schools and colleges should use multiple assessment tools to obtain appropriate information. They should work closely with appropriate university units, especially Testing and Evaluation and Institutional Analysis.*

4. *Effective assessment practices should be required within the current review and development of the new General Education Program.*

5. *Assessment of undergraduates should be continuous and not solely focused on various stages of their academic careers.*

6. *The Graduate School, in consultation with the schools and colleges, should review assessment practice for graduate and professional students and develop and use new assessment procedures and tools as appropriate.*

7. *External evaluations such as certification and licensure exams, where appropriate, should be used as a means of assessing student learning in the schools and colleges.*

8. *Recognized external evaluation/accreditation agencies, where appropriate, should be used for program accreditation and assessment.*

9. *A budget to support assessment activities must be established to stimulate university-wide as well as programmatic and departmental level assessment.*

Appendix A: Assessment Survey

College/Program Area _____

Assessment Coordinator _____
Campus address:
Phone #:
Email:

Re: Review of current assessment practices at Wayne State University

This summer a university-wide team made of faculty and staff members from various colleges and programs, and chaired by the Associate Provost Jack Kay, was entrusted with the review of existing assessment practices at Wayne State University and recommend alternative approaches. To this end our team developed this survey using the North Central Association's "Levels of Implementation" to determine the extent to which each program's existing practices of assessment of student academic achievement correspond to NCA's. The survey will be followed by an interview with each assessment coordinator during which additional details/evidence of assessment practices in each program will be collected.

The interview will take 45-60 minutes and will cover the major areas identified in the survey as they pertain to assessment of undergraduate student academic achievement. We suggest that you have the latest program assessment report with you to facilitate the teams' examination of the assessment practices in your college/program.

We would like to stress that the information collected through the survey and during the interviews is confidential and will be used solely to determine the state of affairs regarding assessment at Wayne State University. No identifiers (i.e. names of persons) will be used in any document resulting from the assessment team's activities.

Below please indicate dates and times, from Oct. 15 to Nov. 2, during which you will be available for an interview:

Week of: Oct.15-19   Oct. 22-26   Oct. 29-Nov. 2
                _____   _____   _____
                _____   _____   _____
                _____   _____   _____
                _____   _____   _____
                _____   _____   _____

Please return the survey and your interview schedule within the next 5 days to:

    Dr. Maria M. Ferreira
    College of Education, Room 279
    Phone: 7-0927
    Fax: 7-4091
    Email: m.Ferreira@wayne.edu

THANK YOU!

**Survey of WSU's Assessment of Student Academic Achievement:
Levels of Implementation**

Notes:

- The frequency of each the responses for each statement are listed directly below the statement. (There are nine colleges, therefore, n=9.)
- At the end of each section the mean of all questions in that section are listed for each college. To preserve anonymity the means listed for each section are listed in ordinal order and not by College. The means are included to show how very different many colleges rank on each of these topics.

Please respond to the statements below using the scale:
1- Strongly Disagree   2- Disagree   3- No opinion   4- Agree   5- Strongly Agree

 (Please write a number 1 to 5 in front of each statement that best describes the current state in your college/department, for the undergraduate programs)

I. Institutional culture

1. A shared understanding of the purposes, advantages, and limitations of assessment exists and is broadening to include areas beyond the instructional division.
      SD (1)   D (3)   NO (0)   A (4)   SA (0)   Average = 3.0

2. Student learning and assessment of student academic achievement are valued across the departments and programs.
      SD (0)   D (1)   NO (0)   A (4)   SA (4)   Average = 4.2

3. All academic programs have developed statements of purpose and educational goals that reflect the institutional mission and specifically mention the department's focus on improving student learning, and the importance they attribute to assessing student learning as a means to that end.
      SD (0)   D (2)   NO (3)   A (4)   SA (0)   Average = 3.2

4. The college/program statements of Mission, of Purposes, or of educational goals state the value the institution places upon student learning.
      SD (1)   D (1)   NO (0)   A (3)   SA (4)   Average = 3.9

5. The college/program assessment efforts are recognizably expressive of the sentiments about the importance of assessing and improving student learning found in the Mission and Purposes statements.
      SD (1)   D (1)   NO (3)   A (3)   SA (0)   N/A (1) Average = 3.3

Means for I. Institutional Culture: Overall
      2.5   2.6   2.6   3.5   4.0   4.0   4.2   4.6   4.6   3.5

II. Shared Responsibility (Faculty)

1. Faculty in many or most departments have developed measurable objectives for each of the program's educational goals.
   SD (1)   D (1)   NO (1)   A (4)   SA (2)   Average = 3.6

2. Faculty members are taking responsibility for ensuring that direct and indirect measures of student learning are aligned with program's educational goals and measurable objectives.
   SD (0)   D (1)   NO (1)   A (5)   SA (2)   Average = 3.9

3. The faculty Senate/Assembly, Assessment Committee, Curriculum Committee, other faculty bodies and individual faculty members accept responsibility for becoming knowledgeable and remain current in the field of assessment.
   SD (1)   D (2)   NO (4)   A (1)   SA (2)   Average = 3.2

4. Faculty members are becoming knowledgeable about the assessment program, its structure, components and timetable.
   SD (0)   D (3)   NO (2)   A (3)   SA (1)   Average = 3.2

5. Faculty members are learning the vocabulary and practices used in effective assessment activities and are increasingly contributing to assessment discussions and activities.
   SD (1)   D (2)   NO (1)   A (4)   SA (1)   Average = 3.2

6. Faculty from Departments with well developed assessment programs, internal or external to the university, are resources for those departments less developed in the assessment process.
   SD (1)   D (2)   NO (1)   A (4)   SA (0)   N/A (1) Average = 3.0

7. Faculty take the opportunity to determine educational outcome goals for their programs collaboratively. In units more advanced in their assessment work, faculty are working together to determine appropriate measures for those outcomes, and to identify improvements based on those results.
   SD (0)   D (2)   NO (2)   A (4)   SA (1)   Average = 3.4

8. Please list the Departments in your college, which are well advanced in their assessment work (keeping in view the above characteristics)

9. Please list the Departments in your college, which are less advanced in assessment work and summarize their plans to improve the assessment work.

Means for II. Shared Responsibility (Faculty)   Overall

     2.3   2.4   2.7   2.9   3.1   4.0   4.0   4.0   4.9   3.4

II. Shared Responsibility (Administration)

1. The Dean (or his/her designee) expresses understanding of the meaning, goals, characteristics, and value of the assessment program, verbally and in written communications.
    SD (0)   D (1)   NO (3)   A (4)   SA (1)   Average = 3.6

2. The Dean (or his/her designee) has oversight responsibility for the ongoing operation of the assessment program and for promoting the use of assessment results to effect desired improvements in student learning, performance, development, and achievement.
    SD (0)   D (0)   NO (2)   A (5)   SA (2)   Average = 4.0

3. The Dean, directors, and other academic officers demonstrate their commitment to the assessment program through verbal and financial support of assessment personnel and activities and of the changes in modes of instruction, in staffing, curriculum, student academic services proposed by faculty on the basis of assessment results.
    SD (1)   D (0)   NO (4)   A (3)   SA (1)   Average = 3.3

4. The Dean arranges for awards and public recognition to individuals, groups, and academic units making noteworthy progress in assessing and improving student learning,
    SD (1)   D (1)   NO (3)   A (4)   SA (0)   Average = 3.1

5. Unit heads (Department Chairs or Program Directors) devise strategies to ensure that their academic departments/programs implement the assessment plans they developed or develop them more fully.
    SD (0)   D (4)   NO (2)   A (3)   SA (0)   Average = 2.9

Means for II. Shared Responsibility (Administration)   Overall

    2.2   2.6   2.8   3.0   3.4   3.8   4.4   4.4   4.8   3.4

II. Shared Responsibility (Students)

1. Student government members frequently serve on the institutional or Departmental/Program Assessment Committees and are becoming knowledgeable about institution's assessment program.
    SD (3)   D (1)   NO (4)   A (1)   SA (0)   Average = 2.3

2. There is graduate and undergraduate student representation on campus-wide, college, or department-level assessment committees.

SD (2)   D (2)   NO (3)   A (2)   SA (0)   Average = 2.6

3. The institution effectively communicates with students about the purposes of assessment at the institution and their roles in the assessment program.
    SD (3)   D (2)   NO (1)   A (3)   SA (0)   Average = 2.4

Means for II. Shared Responsibility (Students)   Overall

     1.0   1.0   1.7   2.0   2.7   2.7   3.3   3.7   4.0   2.4

III. Institutional Support (Resources)

1. The Dean/Director provides an annual budget for assessment programs that is sufficient to support program continuation and further development.
    SD (2)   D (1)   NO (2)   A (4)   SA (0)   Average = 2.9

2. Knowledgeable staff or faculty are given release time or additional compensation to provide assessment services.
    SD (4)   D (1)   NO (2)   A (1)   SA (1)   Average = 2.3

3. Department Chairs/Heads of Programs allocate departmental funds for professional development in assessment based on assessment findings.
    SD (2)   D (4)   NO (0)   A (2)   SA (0)   N/A (1)   Average = 2.3

4. Funding or other resources are available for faculty serving on assessment committees or seeking professional development in assessment.
    SD(2)   D (5)   NO (0)   A (2)   SA (0)   Average = 2.2

5. Faculty receive feedback on their assessment activities through an annual evaluation process.
    SD (1)   D (1)   NO (4)   A (2)   SA (1)   Average = 3.1

6. Assessment information and resource manuals are available to faculty.
    SD (1)   D (2)   NO (2)   A (2)   SA (1)   N/A (1) Average = 3.0

Means for III. Institutional Support (Resources)   Overall

     1.3   1.5   2.0   2.0   2.5   3.0   3.2   4.0   4.0   2.6

III. Institutional Support (Structures)

1. There is a formal assessment plan in the unit.
    SD (1)   D (1)   NO (1)   A (4)   SA (2)   Average = 3.6

2. There is a designated assessment coordinator/director in the unit.
    SD (1)   D (0)   NO (1)   A (5)   SA (2)   Average = 3.8

3. There is a standing assessment committee in the unit.
    SD (4)   D (1)   NO (2)   A (2)   SA (0)   Average = 2.2

4. Department Chairs have assigned assessment responsibilities in stated position descriptions.
    SD (1)   D (2)   NO (2)   A (2)   SA (2)   Average = 3.2

5. The College/Unit provides sufficient resources to carry out an effective assessment program.
    SD (3)   D (2)   NO (1)   A (3)   SA (0)   Average = 2.4

6. Departments require syllabi to contain measurable objectives for student learning and statements about how student learning will be assessed.
    SD (0)   D (1)   NO (2)   A (3)   SA (3)   Average = 3.9

7. Members of the assessment committee serve as facilitators to departments and individuals in the development and improvement of assessment activities.
    SD (3)   D (1)   NO (3)   A (2)   SA (0)   Average = 2.4

8. The assessment committee works with unit heads and faculty to develop methods of disseminating information on assessment programs and activities to improve student learning.
    SD (3)   D (2)   NO (3)   A (1)   SA (0)   Average = 2.2

Means for III. Institutional Support (Structures)   Overall

    1.9   2.1   2.1   2.6   2.8   3.1   3.6   3.9   3.9   3.0

IV. Efficacy of Assessment

1. Faculty members are increasingly engaged in interpreting assessment results, discussing their implications, and recommending changes in academic programs and other areas in order to improve student learning.
    SD (1)   D (2)   NO (1)   A (3)   SA (2)   Average = 3.3

2. Many academic units or programs are collecting, interpreting, and using the results obtained from assessing student learning in general education and in undergraduate majors.
    SD (1)   D (2)   NO (3)   A (2)   SA (1)   Average = 3.0

3. The conclusions faculty reach after reviewing the assessment results and the recommendations that they make regarding proposed changes in teaching methods, curriculum, course content, instructional resources, and in academic support services are beginning to be incorporated into regular departmental and/or

institutional planning and budgeting processes and included in the determination of the priorities for funding and implementation.

    SD (2)   D (2)   NO (0)   A (4)   SA (1)   Average = 3.0

4. Assessment findings about the state of student learning are beginning to be incorporated into reviews of the academic program and into the self-study of institutional effectiveness.

    SD (0)   D (2)   NO (0)   A (3)   SA (3)   Average = 3.9

    One said all responses appropriate depending on unit.

5. Academic unit heads are documenting the changes made in pedagogy, curriculum, course content, and/or academic resources and support services to improve student learning as a result of the faculty's responses and recommendations to assessment.

    SD (1)   D (3)   NO (0)   A (5)   SA (0)   Average = 3.0

Means for IV. Efficacy of Assessment   Overall

    1.6   2.0   2.2   2.2   3.8   4.0   4.4   4.4   4.4   3.2

Appendix B: Existing Assessment Procedures, Processes, Data, and Instruments at WSU

COLLEGE	AREA	HOW IT IS MEASURED

BUSINESS ADMINISTRATION	Student Knowledge
	
	Student/Alumni Satisfaction
	
	Faculty
	
	College/Program
		Course and department pre- and post-tests.
		Capstone Courses for each of the six undergraduate majors.
		All seniors take a general business capstone course.
		ETS Business field test.
		
		Survey—graduate and undergraduate students
		      —alumni
		      —other Stakeholders
		Focus Groups
		
		Faculty Development Plans
		Portfolios
		
		Benchmarking Studies
		Business Advisory Council

LIFELONG LEARNING	Student Knowledge (Interdisciplinary Studies Program-ISP)	Reading Progress Scale (RPS) Experimental Goals Inventory Student Portfolios Interdisciplinary Course Seminar Foundations of knowledge capstone courses Writing-intensive requirement Oral examination/defense of senior essay/project Internship course (NPS program)
URBAN, LABOR AND METROPOLITAN AFFAIRS	Student Knowledge (Geography and Labor Studies)	Capstone Courses

COLLEGE	AREA	HOW IT IS MEASURED

EDUCATION	Student Knowledge
	
	Student Satisfaction
		Michigan Test for Teacher Certification Program
		    —Basic Skills Test (Reading, Writing and Mathematics)
		    —Teaching Content (Major and Minor) Areas
		Portfolios (based on the 12 Entry Standards for Michigan Beginning Teachers)
		
		Exit Surveys

ENGINEERING	Student Knowledge
	
	Student/Alumni Satisfaction
	
	College/Program
		Capstone Courses
		
		Survey—graduating seniors
		    —Graduates
		    —Alumni
		Self-studies

FINE, PERFORMING AND COMMUNICATION ARTS	Student Knowledge (Art, Art History) (Communication) (Dance) (Music) (Theater)	Entrance and Exit Tests Portfolios Entrance Test and Exit Tests given in capstone course. Student audition; technical juries (each semester); performances; video taping of performances, senior capstone project; comprehensive exam. Student audition; entrance and exit music theory exam; juries (each semester); annual performances of original works; junior and senior recitals. Student auditions (each semester) with performance evaluations; entrance and exit exams; critique of each performance/production; annual year-end conference.

COLLEGE	AREA	HOW IT IS MEASURED
LIBERAL ARTS	Student Knowledge	Capstone courses or a series of courses (Africana Studies, Anthropology, Economics, English, Sociology). Examinations/papers with or without oral interviews (Classics, Greek and Latin, German-Slavic Studies, History, Philosophy, Romance Languages and Literatures.
NURSING	Student Knowledge	NCLEX Diagnostic Test NLN Achievement Test Evaluation of problem-solving strategies, placement assignment, written assignments, conferences, and interactive videos.
PHARMACY AND HEALTH SCIENCES	Student Knowledge	State Boards (Pharmacy only)
SCIENCE	Student Knowledge	Capstone Courses Subject Area Test: seniors (Psychology)
SOCIAL WORK	Student Knowledge	Capstone Course (an integrative seminar in social work that includes a 25-page paper). Area Concentration Achievement Test (ACAT)
	Student/Alumni Satisfaction	Performance Evaluation Instrument (for field work)
	College/Program	BSW Exit Survey Alumni Survey (BSW and MSW) Agency Surveys

Source: Interviews with assessment coordinators of the schools and colleges conducted by Associate Provost, Jack Kay in January, 2000.

Appendix C: Strategic Plan Outcomes and Assessment Measures

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
1.0.0 Establish and sustain a superlative learning experience that builds upon the unique values and attributes of WSU.	• Each unit will have a defined written set of goals and objectives and an assessment plan which designed to measure its success in achieving them.	• Student learning will be enhanced through the unique acquisition of knowledge and experience received at a leading National urban research university with an urban teaching mission.	• Structured peer review of department curriculum guides will reflect latest developments related to the discipline.	• Current Program Review conducted by Office of the Provost.	
1.1.0 Achieve excellence in teaching and learning through the development and renewal of faculty.	• Excellence in teaching and learning will be fostered through mentoring relationships within each academic unit.	• Student learning will benefit from faculty who are on the cutting edge with respect to knowledge, methods and procedures.	• Department Chairs and Department Mentors will have access to formative SET diagnostic data for mentoring purposes.	• USE of current SET instrument. • Annual Evaluations of Non-Tenured faculty. • WSU Professional Record.	
1.1.1 Continue to recruit faculty strategically to build nationally recognized teaching and learning programs.	• The reputation of WSU will be enhanced and the Institution will achieve national recognition as a top ranked National university.	• Student achievement will be nationally and internationally recognized and WSU graduates will be among the top candidates sought by employment recruiters for technical expertise and competency in the discipline.	• Graduates will be targets of focus groups, surveys and questionnaires with respect to the quality of their educational program re employment. • Structured peer review of department curriculum guides will reflect latest developments related to new Knowledge in the discipline.	• Focus groups. • Structured interviews. • Survey of Graduates	
1.1.2 Continue to improve faculty performance in enhancing student learning.	• Students will encounter faculty-controlled obstacles in mastering course content.	• Multiple methods of providing feedback to faculty about their teaching performance will enhance teaching excellence (and foster student learning.)	• Faculty and students will be surveyed to assess the adequacy of the SET forms in evaluating faculty teaching performance . • More opportunities for faculty development (will be) offered, and faculty (will be) encouraged and supported to attend	• Assessed by annual report submitted by department chair. [Separated and moved from column 2] • Assessment: Survey students to discover faculty performance.	• Improved psychometric properties of the SET form will enhance the validity of information gained about faculty performance. • Confidence in the validity of the SET to provide useful information about

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
			these opportunities. • Faculty and department chairs will be apprised/reminded of the existing university resources for assessment of teaching (e.g., classroom visits by the OTL). The formation of faculty-peer classroom visitation groups will be encouraged. • All teaching faculty will attend a minimum of one teaching and learning seminar per year. • OTL and faculty-peer classroom visitation assessments for faculty who wish to participate . • Department chairs will receive training in the proper use of SET diagnostics in formative evaluation initiatives with faculty.		teaching performance will be enhanced among faculty and students. • The new SET format will be evaluated and compared to the previous version for validity in providing useful information about teaching excellence.
1.1.3 Integrate support for excellence in teaching and learning into the campus culture.	• Excellence in teaching and learning will take on an increasingly more roles for faculty on a par with research and scholarly writing. • The formation of faculty-peer classroom visitation groups will be encouraged	• Students learning will be enhanced by the consistent, efficient and effective delivery of instruction •	• Small focus groups of students within disciplines could shed light on how they feel about their instructors' teaching skills • Analysis of SET diagnostic results will be used to provide structured workshops designed to improve performance in areas	• [Assess excellence in teaching] by tracking nominations from each college. Chair and Deans who have not provided nominations over a 2-3 year period will be sent strong letters of encouragement for future calls for nominations.	• A supportive system of optional peer review will enhance the campus culture of teaching and learning . [Moved from column 2.] • See comments on issues related to SET instruments listed above

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GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
			directly under the control of the instructor. • Financially reward faculty for excellence in teaching. • Increase recognition for excellence in teaching for all faculty lines; recognition may include awards, salary adjustment, etc. • Create a *University-wide Innovativeness in Teaching Award* in which all faculty members are eligible for nomination. • Assessed by tracking nominations from each college. Chair and Deans who have not provided nominations over a 2-3 year period will be sent strong letters of encouragement for future calls for nominations. • OTL and faculty-peer classroom visitation assessments for faculty who wish to participate.		
1.2.0 Prepare students for meaningful, productive lives in an ever-changing, diverse, urban and global environment.	• Student will graduate with cutting edge skill levels that meet the diverse needs of a diverse urban and global environment.	• Students will be provided with more opportunities for internships, better advertisement of such internships, and more department support for internships.	• Survey students to assess the nature of their internship experiences through WSU • Annual report on the number of internship opportunities and the	• Revised SDCL/Career Planning and Placement Services *WSU Survey of Graduates,* formerly conducted yearly by John A. Crusoe, Exec. Dir., Univ. Counseling and Placement	• WSU Survey of Graduates will need revision and reprinting and a better method of fielding.

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
			percent change over the previous year. • Survey students to find out if they are aware of internship opportunities and how to obtain one.	Services.	
1.2.1 Align general education requirement with society's global, diverse, scientific and technological character.	• The General Education competency requirements in all disciplines will reflect society's global, diverse, scientific and technological character.	• Students will understand how GED requirements broaden and enhance their educational experience and increase opportunities for employment.	• GED end of course evaluations will be used to assess the degree to which GED courses incorporate society's global, diverse, scientific and technological character. • A university committee comprised of diverse faculty will review GED requirements every five (5) years.	• GED end of course evaluations currently fielded by the Testing, Evaluation and Research Services Department for the Office of the Provost.	• GED evaluations will need to be revisited and revised as necessary to accomplish objectives.
1.2.2 Create residential and curricular learning communities.	• Students will be able to participate in on-campus "residential" and off-campus "curricular" learning communities as a regular option to the fulfillment of degree requirements	• Students will learn value of group work and experience the dynamics of group interaction and cooperation, as most jobs/careers utilize teamwork skills	• Deans and department chairs will report annually on those learning communities that were created, and how successful were they in terms of attracting and retaining students within these groups? • Departments will be required to report initiatives related to creating residential and curricular learning communities. • Each school/college or department curriculum committee will appoint an assessment subcommittee.	• Bi-annual reports from Departments of assessment measures used and an evaluation of each will be forwarded to the School/College/Department Assessment Subcommittee. Disseminate all reports to all colleges.	

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
1.2.3 Expand global learning opportunities.	• Curricula will be expanded and enhanced to include opportunities to study on the international level.	• Students will have the added opportunities to study abroad broadening their educational programs and increasing opportunities for post graduation international employment.	• Department will report annually on the development of parallel discipline international student exchange programs. • An individual will be appointed within each college who is responsible for dissemination of information and increasing interest and awareness of global learning opportunities. • Put one person in charge (newly posted position: Program Director for Global Education) of organizing and disseminating WSU's multitude of global learning opportunities.	• Annual Report to include the number of new global learning opportunities that have been developed and the percent change over the preceding year. Report should also endeavor to speak to the percent of our students taking advantage of study abroad compared to other urban institutions like WSU	• A centralized resource guide for opportunities available to students, should be developed and included in course offerings publications and other discipline-specific promotional literature.
1.2.4 Provide greater experiential learning opportunities for all students (e.g., internships, co-op education, service learning).	• Curricula will be expanded and enhanced to include experiential learning opportunities for all students (e.g., internships, co-op education and service learning).	• Students will have the advantages of enhanced and expanded knowledge gained through the integration of in-service learning opportunities with formal theory based formal education.	• Departments will report annually on their initiatives to develop learning opportunities (e.g., internships, co-op education, service learning). • Each school, college, or department curriculum committee will review the level of experiential learning within the program and compare it to a national average. The curriculum committee will determine the optimal level of experiential learning in their program and restructure the curriculum to accomplish this.	• Assessed by required report from department chairs/directors and/or dean.	• A centralized resource guide for opportunities available to students, should be developed and included in course offerings publications and other discipline-specific promotional literature.

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
1.2.5 Use existing resources to implement programs that enrich the cultural competence of students, faculty and staff.	• Students, faculty and staff will have the opportunity to participate in training programs drawing on the expertise of appropriate experts in WSU schools, colleges, and departments (e.g., Bilingual/Bi-cultural Education, College of Education) designed to enrich their cultural competence	• Broadening the social/natural science impact of cultural influences will enhance student learning.	• Questionnaires will be designed to determine the cultural competence needs of students, faculty and staff.	• Locally designed questionnaire for students, faculty and staff.	• Faculty and students will be apprised of opportunities to enhance cultural competence, whatever these might be. If there are few opportunities to attend workshops or seminars on cultural diversity, they should be provided.
1.2.6 Increase the use of technology-distributed learning.	• Technology-distributed learning opportunities wherever possible will augment, enhance, or become an alternative to traditional methods of instruction in all curricula. • Computer based/adaptive assessments will become the norm replacing current paper-and-pencil instruments.	• Students will have the added benefit of being able to receive instruction anywhere at any time, which will have the added benefit of increasing access to higher education for many time-limited and place-bound segments of the population. • Students will have the benefit of immediate feedback and less time-on-task.	• Create a *University-wide Innovativeness in Teaching Award* for which all teaching faculty are eligible for nomination. [Moved from Column 2.] • Offer incentives for the development of Web-based instruction and distance learning techniques throughout the university. • Increase instruction in Blackboard, encouraging faculty and students to utilize it. • Create "e-Wayne" on-line courses for adults.	• Annual report from deans and/or department chairs on the number of courses that have technology-distributed components and/or alternatives, with the corresponding percent change over the pervious period.	
2.0.0 Strengthen our performance as a nationally recognized research university by focusing on our competitive advantages, enhancing our scholarship. Emphasizing a multidisciplinary approach to research, and collaborating with government, industry and other institutions to enhance economic growth and the quality of life.	• WSU's reputation as a nationally recognized research university will be enhanced and its ranking on National surveys will advance to a higher level. (e.g. U. S. News and World Report Annual Ranking of U.S. Colleges.)	• Student learning will be fostered through participation in faculty/student scholarship, research initiatives, and government/industry projects that enhance their educational programs.	• Surveys that track continuing student and post-graduate job placement and involvement in discipline related scholarship, research initiatives, and government/industry projects.	• Continuing and alumni student surveys either on the National level with institutional specific added questions or locally designed and fielded.	

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
2.1.0 Improve our national ranking in research, scholarship and creative performance to place WSU in the top 50 public universities.	• WSU's improved ranking in research, scholarship and creative performances will be the catalyst for moving from its present position in Tier 3 of National Research Universities to Tier 1 in *U.S. News and World Report* Annual Ranking of U.S. Colleges.	• WSU's improved national ranking will increasingly attract students who have a genuine interest in a diverse, urban education that will elevate the quality of the learning environment and corresponding achievement levels for all undergraduate and graduate curricula.	• High potential programs from each college will increase their national raking by one position each year. • Each program will identify programs against which they feel that they should be compared. Each program will set goals for improvement using metrics appropriate for their discipline.	• The VP for Research will benchmark each program against national measures and publish results to higher management.	• National rankings such as the *U.S. News and World Report* Annual Ranking of Colleges are currently drawing criticism from areas such as the National Survey of Student Engagement as an ineffective means of determining whether or not institutions effectively and efficiently use their resources to help students learn.
2.1.1 Recruit and retain leading national scholars.	• WSU will increasingly be recognized for the number and quality of national scholars on its faculties, as well as its teaching and research oriented academic staff.	• Students will have the advantage of being educated at an institution on the cutting edge of developing new knowledge, as well as new techniques for the application of new knowledge.	• The number of NAS and NAE (or equivalent) scholars will be increased on a yearly basis by a factor congruent with other budget priorities to be determined by higher management.	• Funding and establishment of endowed chairs will facilitate the recruitment and retention of leading national scholars.	• Reasons for faculty lost to other institutions will be identified and retention of excellent faculty enhanced . • Faculty retention will be tracked at the university level and exit interviews will be conducted for faculty choosing to leave WSU
2.1.2 Integrate support for research, scholarship and creative performance into the campus culture.	• Students, faculty and staff will become increasingly supportive of research, scholarship and creative performance through targeted educational efforts of schools, colleges and departments.	• The development and mentoring of faculty with respect to research, scholarship and creative performances will have both a direct and spillover affect in enhancing student learning.	• Each school college or department will have a mentoring program for new faculty. Mentoring will focus on facilitating success in research, scholarship and creative performances and publishing results to the university and general communities.	• Short targeted ad hoc questionnaires designed to assess knowledge and support of research, scholarship and creative performances.	• Assessing the degree to which research, scholarship and creative performances have been integrated into the campus culture would present problems since the three areas are qualitatively different and would require separate and distinct methodologies.

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES

2.1.3 Improve support for research, scholarship and creative performance by upgrading technology, physical plant, library and business operations.	• The quality and number of research initiatives, scholarship submissions and creative performances will be enhanced through the upgrading of the infrastructure, information resources, and business services.	• Student learning will be enhanced by faculty members who have more time to focus on student learning vs. hassles with business operations.
		
		• Student learning will benefit from information technology/library skills that facilitate faculty research and scholarship
			• Faculty survey of Purchasing department services and other business operations
			
			• Student work study/assistants will be trained in article retrieval and other library services
			
			• A space inventory system will be implemented to measure productivity on a basis of number of faculty and facilities space.
				• Locally designed survey of satisfaction with WSU business services operations.
				
				• Annual report from faculty on
				  o Number of books authored;
				  o Number of chapters authored;
				  o Number of articles published in referred journals.
				  o Number of grant applications authored.
				  o Number of creative performances given, etc.
					• An annual report would be best handled through a Web-based database rather than a paper-based system, since the latter would take more human resources to effectively administer.

2.1.4 Increase the number of successful faculty requests for external funding.	• Increased faculty numbers targeted in areas of high funding potential. • The number of externally funded grants and contracts will increase.	• Funded faculty will provide increased opportunities for student involvement in research and scholarship outside the classroom. • Facilitation of external funding proposals by faculty will free time and resources that dedicated to student learning	• All new faculty members will attend a university-developed program on achieving success with extramural funding. • Provide each college with a central staff grants person who can assist individual faculty with preparation of the grant forms (e.g., budget pages, forms) • Provide faculty with resources to defray out-of-pocket expenses and facilitate grant application preparation (e.g., free photocopying & article retrieval services for application-related research)	• Proposals/faculty and awards per faculty stats will be accumulated and benchmarked against comparables	• Examine the relationship between student evaluation of teaching and faculty who obtain external funding. In what ways is funded faculty providing enhanced student learning? [I believe that this is the case, but supportive data would be nice.] [Moved from Column 4] • Surveys/focus groups of alumni and current students examine the relationship between student learning and externally funded projects.
2.1.5 Increase faculty participation in setting the national and international research agenda through participation in panels,	• WSU will become more prominent and visible through the participation of its faculties and academic	• Student learning will be enhanced from the aspect of being on the cutting edge of new developments in	• Each year the department chair will meet one-on-one with all faculty members. The Chair will assess	• A database of faculty service will be initiated.	• What are the human resource requirements for tracking and reporting on the university level?

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
conferences, conventions and forums. [Restatement of 2.1.4 as typed. Corrected to 2.1.5.]	staffs in service roles to professional organizations that set the national and international research agenda.	national and international research.	the faculty member's current level of national and international recognition and will develop a plan to increase recognition.		
2.1.6 Improve support for selected PhD programs.	• WSU Ph.D. programs will become increasingly more desirable due to the nature of the increased support provided.	• Students in programs selected for enhanced support will benefit in preparation for careers	• Data on appropriate national examinations (e.g., board and licensing examinations) • Job placement data	• Accredited and professional programs will provide aggregate data on the performance of WSU students on national examinations as they deem appropriate (e.g., board and licensing examinations).	• The differences between gains made by the Ph.D. programs targeted for additional support and those not targeted in terms of time to degree, job placement, student satisfaction, etc. should be assessed.
2.2.0 Strive to assure that all academic units perform at a level comparable to the university's national ranking.	• WSU degree programs will be ranked by peers as consistent or superior to others found in comparable Research Extensive National universities.	• Student learning will be consistent with developments and application of new knowledge giving WSU students a competitive edge with respect to post degree job placement.	• Accredited and professional programs will provide data on national examinations as they deem appropriate (e.g., board and licensing examinations) • Data on appropriate national examinations (e.g., board and licensing examinations).	• Objective assessments with National norms, e.g., GRE subject tests where feasible. • Portfolio assessment where feasible. • Adjudicated presentations and performances where feasible.	
2.2.1 Increase multidisciplinary research and scholarship.	• WSU faculty members and academic staff with research assignments will become recognized for their expertise in multiple areas.	• Student learning will be enhanced through the broadening of the research and scholarship skills of faculty in their primary academic majors/curricula.	• Assess change in use of library and other services by main campus and medical campus students and faculty.	• A database of FES files will be maintained, with coding for multidisciplinary proposals.	• A shuttle service that links the main and medical campuses will enhance the perception and ease of multidisciplinary work for faculty and students.
2.2.2 Develop research strategic plans that utilize our urban context for competitive advantage in each college and school.	• WSU will market and become nationally and internationally recognized for its unique urbanized research capabilities.	• Student learning will be enhanced through the ability to participate in research opportunities that capitalize on Wayne's urban location and partnerships.	• Research assessments of the quality and proficiency of WSU students in related urban research programs and projects.	• Written report from principal investigators to Dean of school/college.	

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
2.2.3 Revise standards for promotion and tenure so promotion is increasingly based on national standards.	• WSU will become nationally and internationally recognized for promotion and tenure factors that reflect individuals on the cutting edge of the development and application of new knowledge.	• Student learning will be enhanced by retaining instructors that reflect current trends in educational excellence	• SET scores may be used as one indication of excellence in teaching.	• Enforce current university guidelines that have already been established for PDD Merit Increases and apply same criteria to promotion and tenure and do not allow schools/colleges to establish criteria that conflict with them.	• Enhance awareness of mentoring students in research as an integral part of teaching excellence. • Reward/acknowledge faculty who publish with students • Increase participation of undergraduate and graduate students in research and scholarship. • Factors for promotion and tenure such as 60% Teaching/Job Performance, 20% Scholarly and Professional, and 20% service should be adjusted to reflect current work assignment and adjusted as necessary.
2.3.0 Increase participation of undergraduate and graduate students in research and scholarship.	• WSU will become recognized nationally and internationally for providing research opportunities for undergraduate and graduate students. • WSU will be able to capitalize on its policy of involving undergraduate and graduate students whenever possible in research and scholarship opportunities in the submission of research proposals to external funding agencies. • Increased number of students obtaining jobs in academia and other research-related fields	• Students will develop an appreciation for the scientific method of thinking and hypothesis testing • Undergraduate and Graduate students' research and scholarship skills will be enhanced	• Alumni and current student surveys will include questions assessing involvement in research (e.g., research-related jobs, publications and presentations). • Enhance awareness of mentoring students in research as an integral part of teaching excellence. • Reward/acknowledge faculty who publish with students • Undergraduate library display for student research projects, more opportunities for students to showcase their research projects.	• Departments will submit annual summaries of research and publications involving students	

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
2.3.1 Increase opportunities for students to obtain credit and paid positions in research and scholarship.	• Centralized resource directory for students interested in becoming involved in research • Offer ongoing community research projects designed to facilitate student involvement for which faculty would receive course credit • Obtain undergraduate research training grants	• Students will develop an appreciation for the scientific method of thinking and hypothesis testing • Skills in information literacy will be enhanced • Increased number of students obtaining jobs in academia and other research-related fields	• Track course credit enrollment and paid positions reflecting student involvement in research • Alumni and current student surveys will include questions assessing involvement in research (e.g., research-related jobs, publications and presentations).		
2.3.2 Expand undergraduate research programs.	• Offer ongoing community research projects designed to facilitate undergraduate student involvement for which faculty would receive course credit • Increased number of students obtaining jobs in academia and other research-related fields.	• Students will develop an appreciation for the scientific method of thinking and hypothesis testing • Skills in information literacy will be enhanced	• Track course credit enrollment and paid positions reflecting student involvement in research • Alumni and current student surveys will include questions assessing involvement in research (e.g., research-related jobs, publications and presentations) .	• Survey of Graduates. (See above)	
3.0.0 Enhance the quality of life on campus by nurturing a culture of success and excellence.	• WSU will become nationally and internationally recognized as an institution that fosters excellence by effectively and efficiently using its resources to help students learn and succeed.	• Employers will increasingly recruit WSU graduates for their broad-based general education knowledge and advanced technical skills.	• A survey of students will be conducted ~~each year~~ every three to five years (NSSE) or periodically (CIRP/CSS) • A survey of employers will be conducted at periodic interviews regarding WSU graduates whom they have hired.	• National Survey of Student Engagement (NSSE). • Cooperative Institutional Research Program (CIRP) College Student Survey (CSS)	• NSSE will require appropriate funding.
3.1.0 Create a strong and vibrant campus community.	• WSU will increasingly become more recognizable as an urban research institution with a strong sense of community and as a campus with a vibrant climate in which to live and learn.	• Students will excel in their educational attainment efforts as indicated by: ○ Increased sense of community. ○ Increased student re-enrollment rates. ○ Increased	• Student satisfaction surveys and questionnaires. • Targeted focus groups and structured interviews.	• (See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing quality of campus life. • Number of students living on campus	• Create a positive climate for student learning.

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GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
		graduation rates, overall, and by underrepresented minorities.		measured. [Ed. note: We have a Housing Office database for this already] • Metric: Number of restaurants/clubs near campus measured.	
3.1.1 Increase opportunities for residential life on campus.	• WSU will become increasingly more recognizable as a vibrant urban campus and increasingly less recognizable as a "commuter institution."	• Retention will be enhanced through propinquity to institutional resources and campus based social interaction.	• Student satisfaction questionnaires related to residential life on campus.	• (See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing quality of campus life. • Re-field *WSU Housing Preferences Questionnaire* in UGE-1000 classes.	• Build a residence hall on current Helen Newberry Joy site. [Moved from Column 2] • *Build a residence hall on Anthony Wayne Drive. • *Number of rooms increased by X over Y years. • Placed here because they are methods of assessing the goal, not methods for student assessment.
3.1.2 stimulate and support retail service on and adjoining campus.	• Retail service will become increasingly more visible on and adjoining campus. • Stimulation and support of retail service will become a regular part of short and long term university planning. • Retention will be enhanced through campus based social interaction.	• Students will have more time for class work by not having to travel great distances for retail services equivalent to those found in the Detroit Metropolitan suburban areas. • Students will spend more time on campus and will benefit from campus culture.	• Marketing surveys/questionnaires to determine viability of planned retail services. • Marketing surveys/questionnaires to determine viability of planned *recreation* services (e.g., replace the face sports bar, Zs).	• (See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing use of and attitudes about campus-based retail services and those in the immediate areas adjoining campus. • Locally designed marketing and customer satisfaction questionnaires.	• Outreach office success in drawing developers for "strip mall" development.
3.1.3 Increase opportunities for enhanced social interaction among all members of the campus community and recreational and intramural sport activities on campus.	• Networking amongst Faculty, staff, and students will increase as a result of increased opportunities for social interaction and intramural sports	• Student learning will be stimulated through social interaction with faculty, staff, and other students at various levels of their educational programs.	• Needs questionnaires to Needs assessment to determine types of social interaction and recreational/intramural activities in which the campus communities would participate.	• (See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing use of and attitudes about campus-based retail services and those in	• Fill the Dean of Students vacancy to provide leadership.

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
activities on campus.				the immediate areas adjoining campus. • Locally designed marketing and social/sports activities preferences questionnaires.	
3.1.4 Increase employment of students on campus.	• Students with appropriate background and training will increasingly be hired to fill position vacancies on a part-time basis and "job-sharing" opportunities will become more prevalent.	• Students will become more involved in university life that will have tangential effects in major field achievement.	• Assessment of retention and graduation rates for on-campus employment vs. off-campus employment.	• Student Retention Tracking database, Testing, Evaluation and Research, Student Development and Campus Life.	• Augment staff of Career Planning and Placement to include more positions. • Seek additional funding for college work/study programs on campus related to students' career choice and major field of studies.
3.1.5 Develop a strategic plan to move the university's athletic programs to Division I.	• Greater participation in athletic programs and greater support of athletic programs by faculty, staff, students, and alumni.	• Participation in Division I related sports would have a co-requisite of participation in structured learning support services. • Increased need for targeted learning support services for athletes.	• Student, faculty, staff, and alumni questionnaires to determine the level of interest and participation in Division I related sports. • Degree progress tracking of student athletes.	• Student Retention Tracking database, Testing, Evaluation and Research, Student Development and Campus Life.	• What marketing surveys have been done to determine the likelihood of broad-based support amongst students, faculty, staff, alumni, and the general community to justify moving all university athletic programs to Division I?
3.2.0 Improve the quality of service to students, faculty and staff.	• Students, faculty and staff respectively will increasingly notice and comment upon the effective, efficient and courteous service they receive from WSU faculty, and academic and support staffs.	• Students and faculty will encounter less administrative and service obstacles, which may enhance retention of excellent students and faculty. • Students will feel more appreciated and connected to WSU as their *alma mater* an this will have tangential benefits on their academic progress and retention.	• Survey students and faculty regarding quality of service • Survey of student satisfaction. Act on areas of concern.	• (See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing use of and attitudes about student-directed quality of service initiatives.	

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
3.2.1 Improve the quality of student services in such areas as admissions, advising and financial aid.	• Students will cite admissions, advising and financial aid as service area where they were treated courteously, with dignity and respect.	• Improved student services would have a tangential effect in student satisfaction and positive attitude that would have spin-off related to Honor Point Average (HPA) and/or number of Credit Hours (CH) attempted/completed.	• Anonymous student satisfaction questionnaires that incorporate self-reported HPA and CH attempted and completed. • Survey of student satisfaction. Act on areas of concern.	• (See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing use of and satisfaction with services provided by admissions, advising, and financial aid • Targeted *ad hoc* questionnaires, surveys, or focus groups designed to assess the importance of and satisfaction with services delivered by Admissions, Advising, and Financial Aid.	
3.2.2 Streamline the university's business processes so services are provided in a timely and effective manner.	• Improved satisfaction with the perception of the efficiency and effectiveness of business processes on the part of the university communities.	• Improved business processes would have a tangential effect in student satisfaction and positive attitude that would have spin-off related to Honor Point Average (HPA) and/or number of Credit Hours attempted/completed. • … and may enhance retention of excellent students and faculty.	• Anonymous student satisfaction questionnaires that incorporate self-reported HPA and CH attempted/completed. • Student satisfaction questionnaires in all business process areas. • Survey of student, staff, and faculty satisfaction. Act on areas of concern	• (See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing perceptions about the efficiency and effectiveness of university business processes.	
3.2.3 Develop a comprehensive customer service plan that sets university-wide standards for delivery of high quality, courteous services.	• Department quality improvement teams will be established to assess and improve high quality customer service and assess the extent to which they reflect university-wide standards. [Modified TW]	• High quality, courteous services would have a tangential effect in student satisfaction and positive attitude that would have spin-off related to Honor Point Average (HPA) and/or number of Credit Hours (CH) attempted/completed. • … and may enhance retention of excellent students and faculty.	• Anonymous student satisfaction questionnaires that incorporate self-reported HPA and CH attempted/completed. • Survey of student, staff, and faculty satisfaction. Act on areas of concern.	• See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing perceptions standards of high quality courteous services. [New. TW]	

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3.2.4 Increase opportunities across the campus for self-service and high-quality electronic systems.	• Self-service and high-quality electronic systems related to goods and information services will become more prevalent on campus and the immediate off campus adjoining areas.	• Convenient self-service and high-quality electronic systems beget satisfied students that will have tangential effects on positive attitude toward learning.	• Student needs/satisfaction questionnaires. • Expand the One-card concept to include other services in addition to food services, parking and banking, e.g., test fees, 2nd floor SCAPA services, and University Cashier's Office. • Survey of student, staff, and faculty satisfaction. Act on areas of concern.	• Incorporate short questions related to needs and satisfaction in the self-service and high-quality electronic systems for assessment purposes.	
3.3.0 Enhance the physical environment and infrastructure of the campus.	• Improve buildings and grounds to provide a positive climate for productive student learning.	• Enhanced physical environment and infrastructure will have tangential effects on student learning. • … and may enhance retention of excellent students and faculty.	• Questionnaires, surveys, and structured interviews/focus groups designed to assess perceptions and attitudes related to the campus environment and infrastructure.	• See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing perceptions and satisfaction with the campus physical environment and infrastructure.	
3.3.1 Complete the university's facility master planning process.	• Create a more positive sense of a WSU campus community.	• Students will spend more time on campus and less time commuting allowing more time for out-of-class work related to individual excellence in achievement.	• Not enough information to decide on a method of assessment since we do not know what is being planned.	• To be determined at a later date. No method, no instrument.	
3.3.2 Develop a comprehensive deferred maintenance strategy to maintain the university's physical plant.	• Create a listing of physical plant maintenance priorities using triage principle and concentrate efforts on those projects most in need of maintenance and/or repair.	• Students will be able to continue their educational programs without serious interruptions due to crisis maintenance management.	• Student/staff questionnaires to determine if targeted university physical plant buildings and infrastructure has/had a negative impact on completion of educational programs or work productivity.	• Locally designed surveys, questionnaires, and/or structured interviews to assess morale and attitudes related to deferred maintenance.	

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3.3.3 Offer available, convenient and safe parking.	• Build additional parking structures. • Erect effective lighting within parking structures, approaches and surrounding areas. • No outcome statement listed.	• Students will spend more time on campus, especially after dark when they can park conveniently and safely, which will have a positive impact on student motivation/ achievement. • A shuttle service that links the main and medical campuses, as well as parking structures, will enhance the perception and reality of campus safety for faculty and students and create a more positive environment for student learning.	• Student/faculty/staff needs/satisfaction questionnaires. • Metric: Survey of student, staff, and faculty satisfaction. Act on areas of concern.	• See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing perceptions and satisfaction with parking infrastructure and services of staff.	• A shuttle service that links the main and medical campuses, as well as the parking structures should be provided
3.3.4 Improve the reality and perception of campus safety.	• Campus community will become more cognizant of the quality of WSU Campus Police, as well as their resources and capabilities.	• Students will spend more time on campus in the learning process when they feel safe and have access to Public Safety resources.	• Student perceptions of campus safety questionnaires. • Move campus safety to a more central location. • Create an escort service • Examine campus lighting • A shuttle service that links the main and medical campuses, as well as parking structures, will enhance the perception and reality of campus safety for faculty and students.	• Locally designed surveys, questionnaires and structured interviews/focus groups of student, staff and faculty satisfaction. Act on areas of concern. • See 3.0.0-NSSE and CIRP/CSS) Add questions to national items as appropriate for assessing perceptions about campus safety.	• A shuttle service that links the main and medical campuses, as well as the parking structures should be provided
4.0.0 Develop mutually beneficial partnerships with our community as catalysts for the social, cultural, economic and educational	• WSU will increasingly be viewed as a potential resource by general community profit and non-profit	• Students will have more opportunities for experiential learning through beneficial partnerships that will	• Formal written and informal (verbal) feedback from partnership participants.	• Post placement evaluations by field supervisor. • Debriefing and/or	

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enrichment of the region.	businesses, industry, and non-profit organizations and institutions.	augment formal education and elevate and increase their recruitment potential for employment after graduation.		feedback interviews structured around a social event such as a breakfast, brunch, luncheon or dinner for program evaluation purposes.	
4.1.0 Establish mutually beneficial partnerships with external organizations, supporters and friends of the university.	See 4.0.0 above.	See 4.0.0 above.	See 4.0.0 above.	See 4.0.0 above.	
4.1.1 Partner with supporters and friends through a major capital campaign to raise resources for endowments, capital improvements and scholarships.					
4.1.2 Complete the first phase of the Research and Technology Park.		• Students will have more opportunities for experiential learning through beneficial partnerships that will augment formal education and elevate and increase their recruitment potential for employment after graduation.	• Formal written and informal (verbal) feedback from partnership participants.	• Post placement evaluations by field supervisor. • Debriefing and/or feedback interviews structured around a social event such as a breakfast, brunch, luncheon or dinner for program evaluation purposes.	
4.1.3 Continue involvement, participation and leadership in the state's Life Sciences Corridor.		• Students will have more opportunities for experiential learning through beneficial partnerships that will augment formal education and elevate and increase their recruitment potential for employment after graduation.	• Formal written and informal (verbal) feedback from partnership participants.	• Post placement evaluations by field supervisor. • Debriefing and/or feedback interviews structured around a social event such as a breakfast, brunch, luncheon or dinner for program evaluation purposes.	
4.1.4 Create opportunities for schools, colleges and divisions to develop and continue key partnerships (i.e. the Detroit Medical		• Students will have more opportunities for experiential learning through beneficial partnerships that will	• Formal written and informal (verbal) feedback from partnership participants.	• Post placement evaluations by field supervisor. • Debriefing and/or	

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Center, Karmanos Cancer Institute, Detroit Public Schools, Michigan Economic Development commission, City of Detroit).		augment formal education and elevate and increase their recruitment potential for employment after graduation.		feedback interviews structured around a social event such as a breakfast, brunch, luncheon or dinner for program evaluation purposes.	
4.2.0 Enhance relationships with K-12 school systems and community colleges.	• WSU will become increasingly visible as the senior institution and resource for both K-12 and Detroit Metropolitan Area community colleges.	• Students will have greater flexibility in completing lower division transferable courses at community colleges closer to their homes, e.g., Macomb, Oakland, Henry Ford, and Wayne Community Colleges.	• Grades in transferable courses and grades in the first successor course at WSU.	• Banner SIS	
4.2.1 Evaluate and increase the number of articulation, two-plus-two and dual admission agreements.	• Increase the number of articulation, two-plus-two and dual admission agreements by 10%.	• Students will have greater flexibility in completing lower division transferable courses at community colleges closer to their homes, e.g., Macomb, Oakland, Henry Ford, and Wayne Community Colleges.	• Grades in transferable courses and grades in the first successor course at WSU.	• Banner SIS	
4.2.2 Create opportunities for high school students to establish dual enrollment while completing their secondary school studies.	• WSU will become prominently recognizable as an institution where students may complete college courses while still in high school.	• Student will gain the knowledge for course credit and advanced placement.	• Standardized achievement tests.	• College Entrance Examination Board (CEEB) Advanced Placement (AP) tests. • CEEB College-Level Examination Program Subject exams	• Is it a good idea for WSU to compete with the CEEB Advanced Placement program extant in Detroit Public Schools, since this would potentially disenfranchise DPS and Suburban teachers teaching advanced instruction in the high schools? • Would this be construed as a mistrust of that system to prepare students for college level work?

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4.3.0 Expand opportunities for the university to be a premier destination and venue for diverse cultures to interact in an urban environment.	• WSU will increasingly be recognized as a leader in conjunction with organizations such as the International Institute for cultural and social interaction and learning among diverse cultures.	• Students will have the opportunity to broaden their formal knowledge of diverse cultures through propinquity and cultural/social involvement in events.	• Completion of tasks associated with course work such as UGE 1000. • Extra course credit for involvement and completion of tasks.	• Formal Grades. • Reports from coordinators, instructors, and/or event leader.	• University upper management should make an effort to participate in the coordination of events that already serve this purpose, e.g., International Institute Annual Fair, Detroit Ethnic Festivals, a very fine WSU International Fair, etc. Goal 4.3.0 makes it seem as if there were no history associated with this type of involvement and that is not the case. It may only seem so to administrators new to WSU and the Detroit Metropolitan Area.
4.3.1 Increase opportunities for community and non-profit organizations to hold events and meetings on our campus.	• See 4.3.0 above.	• See 4.3.0 above.	• See 4.3.0 above.	• See 4.3.0 above.	• See 4.3.0 above.
4.3.2 Enhance facilities and services to serve as sites for an increased number of conferences and meetings.	• Build a conference facility with lodging, meals, and a social/cultural component.	• Add a Hotel/Restaurant curriculum.	• Credit courses • Field placement and training.	• Traditional Grades • Field placement and training grades to augment traditional grades.	
4.3.3 Expand opportunities for members of the community, especially young people, to visit our campus.	• Expansion of those programs already in place through such areas as admissions, College of Engineering.	• Provide students with the knowledge required for matriculation to various university programs and curricula.	• Review of visitors programs on-site with prescription for course work prior to matriculation.	• Published list of suggested materials to bring on the day of visitation…perhaps report cards or a form that they have been provided beforehand.	
5.0.0 Enhance and increase educational opportunities both for the benefit of Michigan citizens and to attract others to the state from throughout the	• Wayne State's reputation and visibility both in-state, out of state, nationally and internationally will become increasingly	• Student learning will be enhanced through exposure to the diversity that increased educational opportunities on the	• General Education Courses.	• General Education end of course evaluations.	

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world.	more prominent and recognizable by all segments of the population as a leading National research institution with an urban teaching mission.	state, national, and international levels will provide.			
5.1.0 Enhance program opportunities to utilize fully our educational and physical capacity by increasing our enrollment to 35,000 students.	• Market WSU and increase enrollment until target goal of 35,000 students is achieved.	• Provide adequate academic support services to help students learn and thereby retain them.	• Internal assessment: Have we increased our enrollment to 35,000 students? • Track usage of services in Academic Success Center (ASC) by new and continuing students. Add, delete, or modify services as necessary and as supported by sound developmental educational research.	• Analysis of tracking database information currently accumulated by ASC. • Attend Developmental Education Conference offered every five years by Appalachian State University, North Carolina. Evaluate and implement research initiatives as appropriate.	
5.1.1 Continue programs to increase the number of first-time-full-time freshmen.	• WSU will continue Project 350, University Summer Institute, and the KCP programs to increase the number of first-time-full-time freshmen. • Department- and college-sponsored recruitment efforts will be highlighted and resources for the development of these programs will be shared. • WSU Marketing will prepare and make available appropriate resources for recruitment (e.g., brochures, factoid cards, promotional items).	• Enhanced recruitment of excellent freshman will enhance the culture of learning.	• Track success of recruitment efforts • Develop long-range studies of students within these programs to determine program's impact on learning, retention, grades, etc.	• Assess (calculate) percentage have we increased the number of first-time-full-time freshmen over a given period, e.g., two and five year intervals	• Are we financially supporting these current programs?

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	• Marketing will assist individual departments in developing brochures, web sites, and other recruitment resources.				
5.1.2 Continue and develop initiatives to enhance enrollment in post-bachelor's professional programs.	• Continue faculty mentoring and capstone courses to enhance enrollment in professional programs. Ask departments to develop new initiatives to enhance this effort. • WSU Marketing will prepare and make available appropriate resources for recruitment (e.g., brochures, factoid cards, promotional items) • Marketing will assist individual departments in developing brochures, web sites, and other recruitment resources.	• Students will develop advanced specialized learning through formal training and experiential learning in post baccalaureate professional programs. • Enhancing the quality of the student population.	Track success of recruitment efforts within departments and at the college level.	• Tracking of students and enrollment reports from Registrar.	
5.1.3 Maximize initiatives to expand the number of undergraduate transfer students.	• The percentage of Transfer students making up the undergraduate population will increase from ≈ 72% to ≈75% within 3-5 years. • WSU will become prominently recognized both nationally and internationally as the premiere "transfer student friendly" National research university.	• The quality of the undergraduate student body will be enhanced through the diversity concomitant with the increase in multi-level ability transfer students from in-state, out of state, national and international two and four-year institutions. • The Academic Success Center may need additional funding and human resources to provide specialized services to transfer students, i.e.,	• Track success of recruitment efforts.	• Enrollment reports from Registrar. • Commissioned research studies by TE&R.	• Augment Transfer Credit Evaluation and provide the IT support needed to handle the increased traffic. • Provide increased funding to maximize proven programs that attract transfer students such as Admissions Open Houses at other campuses. • WSU Marketing will prepare and make available appropriate resources for recruitment (e.g., brochures, factoid

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		on-site advising, and upper division specialized learning support services.			• cards, promotional items) • Marketing will assist individual departments in developing brochures, web sites, and other recruitment resources
5.2.0 Increase support for highly promising students.	• Scholarships, grants, student loans, college work study and on-campus student employment (both undergraduate and graduate) will be expanded and increased.	• Will need objective, affective, and non-cognitive assessments to determine need based (SES) as well as non-need based (achievement only) support for promising students.	• Expand the current University financial support eligibility program.	• ACT, SAT-I, SAT-II. Personality inventories. Non-cognitive indicators of achievement, e.g., ACT College Report.	• Find means of funding the increased support, i.e., increased endowments and general community (industry) funding.
5.2.1 Increase the number of endowed scholarships for students.	• The number of students receiving funding from endowed scholarships will increase in proportion to the increased interest accrued on increased scholarship related endowments.	• Students able to attend school without financial worry have the opportunity to perform and study without the added stress of a job.	• Tracking and reporting of cumulative HPA and cumulative credit hours for students receiving funding from endowed scholarships	• Banner SIS. • TE&R Retention Tracking and reporting database.	• More scholarships mean more qualified students are able to attend • Increase the number of endowed scholarships to accommodate more students.
5.2.2 Expand participation in honors programs.	• Establish an Honors College to formally house and administer the honors programs. • Entering students will be exposed to the honors program in more ways to increase participation.	• Students with advanced knowledge and achievements will be able to enroll in courses with an elevated pitch, finishing their programs faster, and possible dual enrollment in graduate school in the Senior year.	• Track enrollment into Honors courses • Tracking and reporting of WSU HPA cumulative credit hours achieved, and re-enrollment patterns of WSU Honors students.	• Banner SIS.	
5.2.3 Expand programs, including internships, with Michigan businesses to hire WSU students.	• The number of WSU students in co-operative education programs and paid/voluntary	• Increasing internships with local businesses keeps our students in the area. Most WSU students are from the	• Expand the current Co-operative Education field site evaluation program.	• Objective assessments and written evaluation of student in co-operative education field placements.	• Will the current internship program be expanded both financially and in human resources to

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	internships will increase in terms of the variety of co-operative placements available and the number of students participating therein.	Detroit metro area and would wish to keep their professional experience local. Outcome on learning is obvious-employers desire students with experience	• Survey students: are they aware of internship opportunities, do they know how to secure an internship?		support the increase in co-operative education and paid/voluntary internships? • Increase funding and human resource support for the current Co-operative Education Program, Career Counseling and Placement Services, Division of Student Development and Campus Life.
5.3.0 Facilitate student success and increase the number of degrees granted.	• Retention of students geared toward graduating those whom we admit.	• Students whose Cumulative WSU HPA indicates a need for prescriptive treatment will be identified early in their academic experience and referred for learning support services, thereby increasing both retention and graduation rates.	• Early Academic Assessment program already in place augmented by TE&R non-cognitive indicators of persistence in development.	• Current Early Academic Assessment form with expanded follow-up tracking, reporting, and referrals.	• If WSU is serious about this goal then upper management must address the disservice that currently allows regularly admitted students to ignore prescriptive advice from qualified professionals.
5.3.1 Increase the number of bachelor's, master's and post-master's and post-baccalaureate certificates.	• The number of students electing to participate in bachelor's/post-bachelor's and masters/post-masters certificate programs will increase over the pre-selected base year of comparison.	• Students electing certificate programs may have increased learning support needs in the area of individual and group tutoring and they may also be excellent candidates for part-time university employment where in-service learning/training is appropriate, e.g., Advanced Certificate in Computer Science hired as IT workers.	• WSU HPA and credit hours assessment. • Commissioned TE&R research studies for certificate programs.	• Banner SIS reporting. • TE&R Retention Tracking and Reporting Database.	• See goal. This is a simple outcome numbers statement. Assessment: What do the numbers show?

GOAL	OUTCOME	OUTCOME RELATED TO STUDENT LEARNING	METHOD FOR STUDENT ASSESSMENT	POSSIBLE VEHICLE	ISSUES
5.3.2 Shorten the degree completion time for bachelor's, master's and post-baccalaureate certificates.	• The shortened theoretical time required for the ideal full time and part time student to complete the program will be evident in the program bulletins and related information.	• Students may spend less time in individual courses and more time in learning communities where larger accumulations of credit hours can be achieved in one term.	• Rework the course configuration and course timeslot offerings to include more choices so students can complete degrees sooner. • Track the time students take to complete programs against a base year prior to shortening the requirements. • Survey students.	• Retention tracking and reporting database.	• Goal 5.3.2 is confusing. Degree programs are separate and distinct from certificate programs, e.g., a Certificate in Computer Programming is not equivalent to a bachelor's or master's degree in computer programming, since the requirements are different. This goal, however, equates them. • Shortening the theoretical time required to complete a program may have no bearing at all on the actual time students take to complete degrees and certificate programs. At WSU even the Merit (Presidential) Scholars take longer than the national average to complete programs. Trying to force students to finish faster may have exactly the opposite effect that is intended, i.e., frustration and withdrawal. • 1) Have we shortened the time it takes to finish? 2) Is degree completion time something we need to shorten at all? 3) Why are students taking longer to finish? 4) Is it a financial, personal, or logistical decision?
5.4.0 Develop programs to meet Michigan's continuing educational needs and to enhance the Detroit metropolitan region by attracting talent to the state.	• WSU will become prominent as an institution that can develop continuing educational programs to need the changing needs of business and industry.	• Students will have the opportunity to extend formal education through continuing education in their chosen fields.	• Traditional: Objective and constructive assessments, formal grades.	• National and local assessments.	

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5.4.1 Assess and strengthen certificate programs.	• WSU certificate programs will increasingly become more recognized as producing individuals with advanced skills.	• Certificate programs may be come more challenging requiring a higher achievement level for entrance.	• Traditional: Objective and constructive assessments, formal grades.	•	• See goal statement – we should assess programs
5.4.2 Implement "e-Wayne," offering Web-based courses for working adults.	• More place-bound and time-limited working adults will be able to complete courses for certificates, degrees, and personal satisfaction who would not otherwise be able to do so.	• Web-based learning may have unique requirements for learning support services that are also Web-based.	• Web-based objective and constructive assessments, Web-based portfolio assessments. • Survey students taking courses to determine student satisfaction.	• Computer-based and computer adaptive tests where appropriate offered as part of the formal course or possibly by an independent office/agency such as WSU/TE&R, ETS, ACT, etc.	