
Action Project

Title: General Education Assessment--A New Perspective!

Version: 1

Institution: Wayne State College

Status: Completed

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Category: 1-Helping Students Learn

Timeline

Planned project kickoff date: 2008-09-01

Target completion date: 2012-07-01

Actual completion date: 2010-08-13

Project Detail

Project Goal

Describe this Action Project's goal in 100 words or fewer

The Academy for Assessment of Student Learning Team (Cohort Group, February 2008) plans to work cooperatively with two established campus-wide committees: the General Education Committee and the Assessment Oversight Committee. The General Education Committee has been working for the past three years on revising the campus general education program which will become effective with the fall 2008 term, and the Assessment Oversight Committee has been charged with monitoring all on-going assessment activities. The goal of this three-way partnership is to provide the campus community with assessment data and analysis that will support current practice or provide stimulus for program improvement in the general education program.

Reasons For Project

Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities

A general education standing committee was created in the spring of 2003. The charge to that committee was to review, assess, and monitor all aspects of the general education program and to make recommendations and proposals for change. Through a three-and-a-half year process involving campus discussions and departmental and student input, the committee has developed a revised general education program to better meet the general education goals of the college and to provide for more effective assessment. The current general education program was assessed in somewhat of a "hit and miss" fashion. The previous Assessment Committee made steps towards approaching the program but, with changes in administration, especially the Vice President for Academic Affairs position and turn-over on the committee, the assessment process was never stream-lined or found to be especially valuable. When the General Education Committee was formed in 2003, the members began a two-year process to collect information from across the campus on what was good about the current program, what

was lacking in the current program and how the students and campus might be better-served by general education. The committee collected information from students, departments, administrations and the administration. As they began to plan revisions to the program, input from the departments, administration and students was sought on a regular basis. All general education offerings in what is now termed the “choice block” (24 hours in the arts, social sciences, history, philosophy and languages) are somewhat less predictable than in the current program. In all areas, required hours have been reduced but potential hours are greater. Student choice, number of course offerings and scheduling by the deans and departments will dictate the outcome of this shift. Student choice is the most unpredictable aspect of this situation with course offerings and scheduling being at least somewhat controlled by the departments and deans. An Educated Perspectives Seminar (EPS) course is now open to offerings from all members of the campus community, and categories are no longer strictly tied to current academic disciplines. The Academy Team decided to follow what has been a successful campus-wide program plan of assessment that includes setting goals, determining objectives/outcomes (including at least one direct and one indirect method of assessment), and selecting criteria for measuring the objectives/outcomes. The Academy Team chose the National Survey of Student Engagement (NSSE) as the indirect measurement to be used to assess the goals of the general education program. The direct measure will be accomplished through assessment of student performance in the Educated Perspective Seminar (EPS) courses. These Educated Perspective Seminar (EPS) courses are developed by faculty in our various schools and departments and approved by the General Education Committee. One Educated Perspective Seminar (EPS) course will be required for all students as a requirement for graduation. The Educated Perspective Seminar (EPS) courses are designed to provide an opportunity to assess the four main goals of the general education program. Assessment will be accomplished by having each Educated Perspective Seminar (EPS) instructor identify a primary project(s) or activity(ies) that demonstrates student learning related to the four main goals of the general education program, and an appropriate evaluation tool to assess student understanding of the goals. The results will be discussed and analyzed to determine methods for improving student learning. The institution is considering participating in a plan called the Voluntary System of Accountability (VSA), developed by the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities, which combined represent 600 public schools that enroll 7.5 million students and award about 70 percent of the U.S. bachelor’s degrees each year. The “College Portrait” is the product of nearly two years of work and provides consistent, comparable and transparent information on the characteristics of institutions and students, cost of attendance, student engagement with the learning process, and core educational outcomes. The information is intended for students, families, policy-makers, campus faculty and staff, the general public, and other higher education stakeholders. The highlight of this plan is a common template for reporting institutional data on the Web. What is new and potentially groundbreaking about this template, called the “College Portrait,” is that the institutions that use it agree to make at least some of their student engagement results available to the public within two years. As part of the program, participating schools agree to release data from at least one of the following surveys: the College Senior Survey (CSS), the College Student Experiences Questionnaire (CSEQ), the National Survey of Student Engagement (NSSE), or the University of California Undergraduate Student Experience Survey (UCUES). Equally promising is that within four years, the same schools will release their data on student learning to the public. There are three

examinations schools can use for this information: the Collegiate Assessment of Academic Proficiency (CAAP), the Collegiate Learning Assessment (CLA), and the Measure of Academic Proficiency and Progress (MAPP).

Organizational Areas Affected

List the organizational areas -- institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project

The organization area most involved in the Student Learning Project (SLP) is our entire general education program. Eleven of the fourteen institutional academic departments offer courses in the general education program. These include: Communication Arts, Language & Literature, Art & Design, Music, Physical Science & Mathematics, Life Sciences, Health, Human Performance & Sport, Family and Consumer Sciences, Sociology, Psychology & Criminal Justice, History, Politics & Geography, Technology & Applied Sciences, and Business & Economics. The Academy for Assessment of Learning Team will be working with the General Education Committee to assess the general education program. Additional input will be received from the Wayne State College Assessment Oversight Committee and the Vice President for Academic Affairs. All students will be required to successfully complete an Educated Perspectives Seminar course for graduation requirements and will be assessed on each of the four goals of the General Education program through a project(s) or activity(ties) designed by the Educated Perspective Seminar (EPS) course instructors. The Educated Perspective Seminar (EPS) course faculty and students will provide assessment data for analysis for the improvement of student learning.

Key Organizational Process(es)

Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve

The Director of Assessment and the Vice President for Academic Affairs with leadership from the Academy for Assessment of Student Learning Team will be implementing the indirect measure National Survey of Student Engagement (NSSE) to a sampling of Freshmen and Senior students during the Spring of 2009 and again in the Spring 2011. The National Survey of Student Engagement (NSSE) has previously been implemented at the institution in the Spring of 2003 and the Spring of 2006. Each Educated Perspectives Seminar (EPS) course proposal will be approved by the General Education Committee along with the rubric/template for assessing the four goals of the general education program. This rubric parallels the General Education Course Submission Form. The first Educated Perspective Seminar (EPS) courses will be offered in the fall of 2008 and a rubric/template will be prepared by each Educated Perspectives Seminar (EPS) course instructor. These results will be reported electronically through the Network and Technology Services (NATS) Department of the institution. Faculty will rate the student project(s) or activity(ties) on the rubric. Student results will be combined for each course and the results from all courses will be combined each year. The data will be aggregated by the Office of Assessment during the summer of 2009 and each summer from then on. The General Education Committee and the Educated Perspectives Seminar (EPS) faculty will then analyze the aggregated data in the fall of 2009 and a plan of action will be developed to improve student learning. This cycle will be continued and on-going for future academic years. The desired results of this project are: 1. Create/implement one direct and one indirect measure to assess the four goals of the general education program. a. Implement the National Survey of Student Engagement (NSSE) as the indirect assessment measurement for the general education program. b. Create and implement direct assessment of the four general

education goals within the Educated Perspectives Seminar (EPS) courses.

Project Time Frame Rationale

Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion)

Our involvement with the Academy for Assessment of Student Learning is a four-year commitment. The first full year for the Student Learning Project (SLP), academic year 2008-2009 will coincide with the first year of the revised general education program at Wayne State College. The 2008-2009 academic year will be a transitional year with new students starting to complete the new general education program requirements while current students will continue with the current general education program requirements. It will take a couple of years to get all the students on the newly revised general education program and for faculty and departments to offer and implement a full schedule of Educated Perspective Seminar (EPS) courses. The Student Learning Project (SLP) targets the Educated Perspective Seminar (EPS) courses as the primary course where direct measurement of the four new general education goals will be assessed. By the spring of 2011, which will be the fourth year of Academy participation, the majority of our students will be completing the requirements of the newly revised general education program requirements.

Project Success Monitoring

Describe how you plan to monitor how successfully your efforts on this Action Project are progressing

The Assessment Director, who serves as the team leader for the Academy for Assessment of Student Learning Team will coordinate and monitor the progress of this Student Learning Project (SLP). The results of the National Survey of Student Engagement (NSSE) will be analyzed by the Vice President for Academic Affairs, the Director of Assessment and the Assessment Oversight Committee. Specific and relevant questions from the National Survey of Student Engagement (NSSE) that relate to the general education goals will be identified and targeted for analysis. Results will be shared with the General Education Committee and that committee will make recommendations for improving student learning. Each Educated Perspectives Seminar (EPS) course faculty member will assess the students using a rubric/template each semester and results will be accumulated and analyzed by Educated Perspectives Seminar (EPS) course faculty and the General Education Committee. Results will be shared and distributed through general faculty meetings and on assessment retreat days.

Project Outcome Measures

Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals

The Educated Perspective Seminar (EPS) courses will be showcased through Educated Perspective Seminar (EPS) faculty sharing sessions, publicity, and student evaluations. The Educated Perspective Seminar (EPS) courses will assess the four general education program goals and the General Education Committee will analyze the results and make suggestions for change to improve student learning. The EPS course evaluations will show that at least 60% of our students will perform above the development level. The National Survey of Student Engagement (NSSE) results will show a progressive improvement from the previous analysis done in 2003 and 2006.

Annual Update

Project Accomplishments and Status

Describe the past year's accomplishments and the current status of this Action Project

This project serves a dual role. It is a Wayne State College (WSC) AQIP Action Project and also an Action Project for the institution's involvement in the Academy of Assessment for Student Learning. The project will continue for two more years to accommodate our third and fourth years of commitment to the Academy. Wayne State College (WSC) has made remarkable strides in trying to create a positive atmosphere of assessment on campus through the activities developed by the WSC Academy Team and several of these activities are described in the following paragraphs. We have held assessment retreats, brought in Susan Hatfield as a guest speaker, conducted faculty surveys, and have created an assessment website and a general education website. All of these aspects have been very beneficial in creating a positive atmosphere regarding assessment on our campus. Moreover, WSC has implemented an innovative approach to assessing general education outcomes through the design of general education culminating courses entitled Educated Perspective Seminar (EPS) courses. The EPS courses are part of the newly adopted General Education Program Requirements implemented during the 2008-2009 academic year. The Wayne State College Academy for Assessment of Student Learning Team developed and presented the student learning project (General Education Assessment) to the WSC General Education Committee and the WSC Assessment Oversight Committees. The General Education Committee voted favorably to allow the Academy Team to continue to pilot their general education assessment plan. Wayne State College became a member of the Voluntary System of Accountability (VSA) in August 2008. The institution has conducted the 2009 National Survey of Student Engagement (NSSE) with a 49.4% response rate. The college plans to administer the Collegiate Assessment of Academic Proficiency (CAAP) tests during the 2009-2010 academic year from a sampling of Freshman and Senior students. The Academy team developed a General Education Web site at: http://www.wsc.edu/academic/general_education/. The team also published a General Education program booklet, which is in PDF format at: http://www.wsc.edu/academic/general_education/files/gen_ed_prog_booklet.pdf. Through communications with the Higher Learning Commission's Academy mentors, a guest speaker was suggested and obtained for the Fall All-Campus Assessment Retreat Day. Dr. Susan Hatfield from Winona State presented an opening session on "Moving Your Assessment Efforts Forward" and attended various departmental meetings throughout the day. Academy members assisted with the Fall All-Campus Assessment Retreat Day planning and activities. Academy team members conducted a presentation for the International Assembly for Collegiate Business Education (IACBE) Regional Conference on "WSC Academy for Assessment of Student Learning involvement" on October 28, 2008. (View presentation at: http://www.wsc.edu/assessment/academy/Files/2008_academy_presentation_iacbe_final.pdf.) All deans, department chairs, and faculty were also invited to a free on-campus seminar presented by Dr. Robert Roller, President of the International Assembly for Collegiate Business Education (IACBE) on "Taking Outcomes Assessment to the Next Level." Academy team members met with Educated Perspectives Seminar (EPS) course faculty prior to the fall 2008, spring 2009 and summer 2009 terms to explain the assessment procedure. Assessment data measuring the four goals of the general education program was collected and reported to the office of assessment at the end of the terms. The data is being summarized for analysis by the office of assessment and the general education committee for trends and areas for improvement. The WSC Network and Technology Services (NATS) has almost completed

development and activation of an electronic reporting system to collect and report EPS course assessment data. This electronic program will also be used to collect assessment data from all general education courses that will be piloted during the 2009-2010 academic year. Academy Team members attended the Association of American Colleges and Universities (AAC&U) Annual Meeting, January 20-24, 2009, in Seattle, Washington. Additional information was obtained on general education assessment and on metarubrics for possible adaptation at our institution. WSC was accepted as one of the 50 plus campuses selected to provide feedback on the metarubrics (VALUE rubrics) to the AAC&U. The AAC&U's Network for Academic Renewal recently accepted our proposal "General Education Assessment through Educated Perspective Seminars" for the conference General Education and Assessment: Maintaining Momentum, Achieving New Priorities that Academy Team members will present in Seattle on February 18-20, 2010. Academy team members attended the 2008 and 2009 HLC Annual Meeting in Chicago. The entire Academy Team attended the HLC Annual Meeting and the Academy Showcase in April 2009. The team attended the special Academy Learning Exchange and Showcase sessions and met with their Academy Team Mentor. In addition, the team submitted a proposal to lead an Academy Learning Exchange Roundtable discussion session. The team's proposal was accepted. The team led a discussion on how Wayne State College is using an innovative approach to assess general education outcomes. The team discussed how newly designed culminating courses in general education called Educated Perspective Seminars (EPS) are being used as one measure to assess the four goals of the general education program. The Academy for Assessment of Student Learning is beginning its third year of the required four years of academy participation. The team will continue to refine the general education assessment plan using data from a newly created electronic database system developed by the campus software developers and additional quantification and reporting systems will be designed. Additional assessment for all general education classes will be piloted during the 2009-2010 academic year.

Institution Involvement

Describe how the institution involved people in work on this Action Project

The Wayne State College Academy for Assessment of Student Learning Team was instrumental in all project endeavors. The Fall and Spring Assessment Retreats involved the entire campus faculty and staff. Two seminars were offered to all deans, department chairs and faculty. Oversight and collaboration were maintained with the General Education Program Committee, the Wayne State College Assessment Oversight Committee, the Director of Assessment, and the Vice President for Academic Affairs. The Academy for Assessment of Student Learning team met four times during the 2008-2009 academic year to implement, assess, and further develop this Action Project. All activities and endeavors were initiated through the Academy Team. As an AQIP project, the Vice President for Administration and Finance and the finance committees give all AQIP Action Projects a financial priority and financing is made available for projects.

Next Steps

Describe your planned next steps for this Action Project

This was the first year (2008-2009) of implementation for the newly revised general education program. During the fall 2008 term, WSC offered two Educated Perspective Seminar (EPS) courses. WSC offered three EPS courses during the Spring 2009 and one EPS course was

offered during the Summer of 2009. This totaled five newly created EPS courses. The Academy Assessment Team will look at initial data collection assessment results during the fall of 2009 and make recommendations for any change in the assessment process prior to the start of the spring 2010 term. The process will be continually assessed for improvement through collaboration with the General Education Committee and the Assessment Oversight Committee. The Student Learning Project timeline is continually reviewed and additional steps have been added. The committee will consider the feasibility of getting benchmark assessment data from Freshmen Composition classes to compare with results from the EPS courses' project(s) or activity(ies). The feasibility and implementation of using standardized, generic rubrics; where all faculty would use the same rubrics will be studied. The Academy Assessment team will evaluate the 2009 NSSE results and plan for the 2009-2010 CAAP testing. The Academy Assessment team and the General Education Committee are aware that this assessment plan is a "work in progress." This Action Project will be experiencing extensive review and revision for continuous improvement through local campus committee review and Academy mentoring. The general education committee has agreed to allow the Academy Team to continue to pilot the EPS course assessment process. The following timeline has been developed: -Spring 2009—Administer the National Survey of Student Engagement (NSSE) exam, extrapolate the data, prepare an analysis report, and communicate results to the General Education Committee and faculty. This will be done through coordination of the Office of Assessment, Vice President for Academic Affairs and the Assessment Oversight Committee. The results will be analyzed and plans made by the General Education Committee to improve student learning. The data may also be reported and used by accreditation agencies and other internal and external sources. -Spring/Summer 2009—The Academy team will study the 2009 NSSE results and the first year of EPS General Education Assessment evaluations. The team will strategize how best to conduct the CAAP testing. The Academy team will summarize result findings to present to the General Education Committee during the Fall of 2009. The team will look at both the faculty's direct measures and the student's indirect measure of self-assessment. The assessment plan for the EPS courses will be re-evaluated for improvement. The team will analyze all data and implement changes that need to be made in the assessment procedure of the general education program. Mentors have suggested creating baseline data during the freshman year to compare to EPS course results and this will be discussed, along with any other assessment procedures that become evident to the Academy Team that need changed. The feasibility for implementation of the AAC&U VALUE rubrics will be discussed. -August 2009--Prior to the start of the Fall 2009 semester, all EPS faculty (new and past) will meet with Academy Team members to learn assessment procedures and discuss changes that need to be implemented. This group increases in number as additional EPS courses are offered. Peer mentoring of faculty teaching EPS courses will be encouraged. - August 2009—The Academy Team will meet and re-evaluate all general education assessment strategies to determine progress and any necessary changes for improvement. -Fall 2009—The General Education Committee will act on any general education curriculum changes that need to be implemented. The need for continued improvement and sustaining assessment procedures will be emphasized. All ongoing assessment methods will be continued and evaluated. -Fall 2009—The CAAP test will be administered to incoming Freshman. EPS course faculty will continue to meet and conversations will be open to improve the system and data collection. Summarized data will be presented to the General Education Committee for improvement of student learning. -December 2009--Prior to the start of the Fall 2009 semester, all EPS faculty

(new and past) will meet with Academy Team members to learn assessment procedures and discuss changes that need to be implemented. This group increases in number as additional EPS courses are offered. Peer mentoring of faculty teaching EPS courses will be encouraged. - Spring 2010—The CAAP test will be administered to outgoing Seniors. EPS faculty will continue to meet to continue assessment related conversations. -April 2010--Members of the Academy team will attend the 2010 HLC Annual Meeting. Team members will submit a proposal to present during the general Higher Learning Commission's Annual Meeting program on our innovative EPS general education course assessment plan. -Summer 2010—Two years of data collection will be available along with the 2009 NSSE results and the 2009-2010 CAAP test results. Academy team members will meet and extrapolate the data, prepare an analysis report, and communicate results to the General Education Committee and faculty. This will be done through coordination of the Office of Assessment, Vice President for Academic Affairs and the Assessment Oversight Committee. The results will be analyzed and plans made by the General Education Committee to improve student learning. The data may also be reported and used by accreditation agencies and other internal and external sources. -August 2010---The Academy Team will meet and re-evaluate all general education assessment strategies to determine progress and any necessary changes for improvement. -August 2010--Prior to the start of the Fall 2010 semester, all EPS faculty (new and past) will meet with Academy Team members to learn assessment procedures and discuss changes that need to be implemented. This group increases in number as additional EPS courses are offered. Peer mentoring of faculty teaching EPS courses will be encouraged. -Fall 2010—The General Education Committee will act on any general education curriculum changes that need to be implemented. The need for continued improvement and sustaining assessment procedures will be emphasized. All ongoing assessment methods will be continued and evaluated. -Fall 2010--Academy team will compile and submit the Results and Sustainability Reports to the Higher Learning Commission. -December 2010--Prior to the start of the Spring 2010 semester, all EPS faculty (new and past) will meet with Academy Team members to learn assessment procedures and discuss changes that need to be implemented. This group increases in number as additional EPS courses are offered. Peer mentoring of faculty teaching EPS courses will be encouraged. - Spring 2011—Academy team members will attend the Results Forum and the 2011 HLC Annual Meeting and the Academy Showcase.

Resulting Effective Practices

Describe any "effective practice(s)" that resulted from your work on this Action Project

The campus is building a culture of assessment and many programs and departments are adopting and using outcome based assessment practices. An annual fall assessment retreat day for the entire campus was started and is continuing for the third consecutive year, (2007, 2008, 2009). A spring term assessment retreat is also planned as a half day event for 2009 and 2010, it was a full day event in 2008. As EPS courses are implemented, the faculty are mentored on the reporting process for outcomes for the assessment process of assessing the general education goals for these courses. To engage the EPS instructors, small discussion meetings have been held with faculty and Assessment Academy team members to explain the assessment process prior to the start of the fall 2008, spring 2009, and summer 2009 terms. An all-campus assessment retreat was held, an assessment workshop held on campus was open to all faculty, AAC&U draft metarubrics (VALUE rubrics) have been distributed to all Deans, Department Chairs, General Education Committee members and Assessment Oversight Committee

members for implementation, testing and feedback.

Project Challenges

What challenges, if any, are you still facing in regards to this Action Project

A major challenge is “how” to engage EPS course faculty in the process of assessment of the four general education goals in their EPS courses. Currently, academy team members are meeting individually with EPS course instructors to explain the process. Another challenge is to determine a method for accounting for the differences in instructor’s ratings. This will probably be done through statistical analysis and continued EPS faculty mentoring to ensure inter-rater reliability. Engaging faculty to use a standardized, generic rubric and include similar projects in their courses is conceived by some faculty members as taking away their academic freedom. It will also be a challenge this year to develop a process to combine the results of the CAAP, NSSE, and EPS courses. It will be imperative to unite this data together to create the process to effectively evaluate and improve student learning on campus for the feedback loop. It is a challenge for the Academy Team and the General Education Committee to work collaboratively to coordinate assessment efforts for improvement of student learning at Wayne State College. As assessments are implemented for all General Education Program courses it will be a challenge to implement benchmark projects and activities in freshman general education courses.

Annual Update

Reason for completion

What is the primary reason for closing this project?

Wayne State College has made great progress with respect to assessing student learning on our campus through our participation in the Academy for Assessment of Student Learning and this Action Project. We continue to keep faculty involvement high by implementing assessment retreats, workshops, and various other endeavors. We have completed our first full analyzes of all three methods selected to assess general education implemented by this project, which all seem to be telling the same story, which is a wonderful thing. It indicates that the tools are accurately reflecting the outcomes being measured. All in all, we have made great strides in changing the atmosphere of assessment on our campus and are very proud of everything we have managed to accomplish through this Action Project over the last few years.

Therefore, Wayne State has made the determination that this AQIP Action Project, “*General Education Assessment—A New Perspective!*” has been completed. This project was able to be completed prior to the targeted completion date through the institution’s involvement in the Academy for Assessment of Student Learning. The institution will now expatiate the assessment process developed and implemented through this Action Project into a new Action Project titled, “*Enhancing General Education Assessment Using Specific Course Data Collection.*”

Success Factors

What aspects of this project would you categorize as successful?

Wayne State College was accepted into the Higher Learning Commission's Academy for Assessment of Student Learning in the fall of 2007. The institution became a member of the

February 2008 Cohort. The Academy Team facilitated the implementation of the Academy project that also became an AQIP Action Project to accelerate and advance efforts to assess the institution's General Education Program goals to improve student learning.

The Academy Team has been instrumental and successful in gaining faculty support of assessment by organizing all-campus assessment retreats, providing professional development opportunities, and assisting in the development of the electronic assessment reporting system.

In addition to leading assessment initiatives at Wayne State College, the team has attended Academy Roundtables and workshops and posted required updates to the Higher Learning Commission's Web site for the Academy for Assessment of Student Learning Action Project. The team has attended the Higher Learning Commission's Annual Meeting in 2008, 2009, and 2010. During the 2008 Annual Meeting, the team was an AQIP Poster Participant; in 2009, the entire Academy Team served as a Showcase Roundtable Discussion Leader on their Action Project; and at the 2010 Annual Meeting, three members of Academy team served as general program session presenters on the topic, *General Education Assessment through Educated Perspective Seminars*. Academy Team members have also attended the 2009 Annual Meeting of the Association of American Colleges and Universities (AAC&U), attended the 2010 Annual General Education and Assessment Meeting of the Association of American Colleges and Universities (AAC&U) with two team members serving as presenters; and team members attended the 2007 IUPUI (Indiana University-Purdue University-Indianapolis) Assessment Institute.

This Academy/AQIP Project has received various written AQIP reviews and the team has met with their Academy mentor face-to-face during the 2009 and 2010 Higher Learning Commission's Annual Meeting.

The most recent Academy mentor review from May 3, 2010, stated: "Wayne State continues to make great progress towards assessing student learning on their campus. They continue to keep faculty involvement high with the use of assessment retreats, workshops, and various other endeavors. They have completed their first full analyzes of all three methods selected to assess general education which all seemed to be telling the same story, which is a wonderful thing. It indicates that the tools are accurately reflecting the outcomes being measured. All in all, they are making great strides in changing the atmosphere of assessment on their campus and should be very proud of everything they have managed to do over the last few years."

A suggestion from the mentor was, "as mentioned at the annual conference, I would suggest to Wayne State that now that this basic system is in place; you may want to take the time and try to refine some of the assessment tools that you are using in your various courses." In addition, the mentor stated: "Wayne State continues to make remarkable progress in the areas of campus awareness and understanding of the assessment process. They have created a great system in which to collect, analyze, and implement changes of their general education assessment efforts. I believe that if they continue with their efforts, Wayne State will have been able to make a significant change on their campus that will have lasting effects for many years to come."

Wayne State has thus made the determination that the Academy/AQIP Action Project,

“General Education Assessment—A New Perspective!” has been completed. In addition, due to the versatility and validity of the Network and Technology Services Department’s new electronic data input and assessment reporting system, it was determined that the college could expand its utilization. A new Action Project, *“Enhancing General Education Assessment Using Specific Course Data Collection”* will expand the electronic reporting to include randomly selected sections of courses approved for the General Education Program, in addition to the Educated Perspective Seminar courses already required for assessment. Assessment data from these randomly selected sections of General Education Program courses should provide additional validation and evaluation of student accomplishment of the General Education Program goals for improvement of student learning.

Unsuccessful Factors

What aspects of this project would you categorize as less than successful?

Wayne State College now has a basic system in place; but we need to take the time and try to refine some of the assessment tools that we are using in our various courses. Additionally, we want to try to find a way to tie back the information assessed in the Educated Perspective Seminar (EPS) courses back to the general education classes themselves as well as comparing the results of continuing students to those of transfer students. Although this Action Project created a methodological system for data collection, the assessment process needs to be continually monitored and updated, to ensure that information collected is relied upon as goals and objectives are revised. As we collect impressive amounts of electronic data, it is equally important that there is a clearly identified process by which these data are used to guide the institution in making continuous quality improvements.
