



*The life-size sculpture of Walter Reuther stands just inside the entrance to the Walter P. Reuther Library. The sculpture was a gift from the United Auto Workers Reuther Memorial Fund.*

## Criterion 2: Preparing for the Future

*The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*



### **2a.** The organization realistically prepares for a future shaped by multiple societal and economic trends.

#### Strategic Planning for 2001–2006

Wayne State has relied on strategic planning over the years to plot the course of its activities as an urban university striving for academic excellence while playing a significant role in addressing the economic, education, health, and social problems affecting this and other urban centers. Shortly after the last NCA visit in 1996, the University set about assessing where it stood relative to capacity, demographics, technology, and globalization. Procedures for developing the 2001–2006 Strategic Plan sought to encompass these and other domains through wide participation in this assessment process. ([www.strategicplan.wayne.edu](http://www.strategicplan.wayne.edu))

In his inaugural address in September 1998, President Irvin D. Reid set the stage for the plan when he articulated his vision for the University. He emphasized three areas in particular in which the University could distinguish itself by drawing upon past accomplishments and intensifying efforts in the future: 1) the urban setting;

2) global perspective; and 3) technological challenges. Reid set forth a strategy for translating this vision into a realistic plan that would take the University to the next level of excellence.

To translate this vision, I will be convening a series of forums this fall focusing on each aspect. These forums, in turn, will generate a more in-depth planning process in colleges and schools and at the departmental levels.

Subsequently the process for creating the 2001–2006 Strategic Plan was set in motion. All levels of the University community were invited to participate in assessing where we stood relative to factors such as our urban environment, the effects of globalization and technology on our institution, and our capacity to pursue our mission of excellence in the context of resources available to us. Four pillars and five core strategic directions emerged from this process.

#### The Four Pillars of the Strategic Plan *The Strength of the Urban Experience*

As an urban institution, Wayne State has unique opportunities, advantages and responsibilities. It must be a catalyst for the development of skill,

talent and ideas, an intellectual and enabling spark for the growth, and renewal occurring all around us. It must be a first-tier center of learning and in so doing, a major force in the Detroit metropolitan area. Ultimately, it must exemplify for the nation and the world the dynamic reciprocity among learning, discovery, and urban life.

### ***The Importance of a Global Presence***

A distinguished university must insist upon pushing its own boundaries, always aspiring to new levels of achievement. In broadening its global perspective, Wayne State University must pursue partnerships both in its own neighborhood and around the world to increase the resources available for this effort. Wayne State graduates must possess the knowledge, skills, attitudes, values, and experiences necessary to meet the challenges of an increasingly interconnected and dynamic global environment.

### ***Implementation of New Technologies***

Higher education is being transformed by rapid structural change. Powerful new technologies, emerging almost overnight, have created exciting possibilities for extending the reach and altering the basic form of higher education. The University strives to integrate the new paradigms of learning and discovery created by technology in ways that enrich educational experiences.

### ***A Commitment to Diversity***

Diversity of faculty, students, and staff is a major source of the University's intellectual vitality and innovative spirit. Wayne State is and must continue to be a place where people of different cultures, skills, and lifestyles can reach their full potential. Such an environment promotes respect for differences while fostering caring relationships, cross-cultural understanding and mutual responsibility. Wayne State is a university in which a broad spectrum of informed perspectives gives rise to discussions that prepare us for life in an increasingly unified and complex world.

## **The Five Directions of the Strategic Vision**

### ***Learning Experience***

#### ***Objective***

Establish and sustain a superlative learning experience that builds upon the unique values and attributes of Wayne State.

#### ***Goals through 2006***

- Achieve excellence in teaching and learning through the development and renewal of faculty.
- Prepare students for meaningful, productive lives in an ever-changing, diverse, urban and global environment.

### ***Pre-eminence in Research and Scholarship***

#### ***Objective***

Strengthen Wayne State's performance as a nationally recognized research university by focusing on its competitive advantages, enhancing its scholarship, emphasizing a multidisciplinary approach to research, and collaborating with government, industry and other institutions to enhance economic growth and the quality of life.

#### ***Goals through 2006***

- Improve our national ranking in research, scholarship, and creative performance to place Wayne State in the top 50 public universities.
- Strive to assure that all academic units perform at a level comparable to the University's national ranking.
- Increase participation of undergraduate and graduate students in research and scholarship.

### ***Campus Life***

#### ***Objective***

Enhance the quality of life on campus by nurturing a culture of success and excellence.

#### ***Goals through 2006***

- Create a strong and vibrant campus community.

- Improve the quality of service to students, faculty and staff.
- Enhance the physical environment and infrastructure of the campus.

### ***Engaged University***

#### *Objective*

Develop mutually beneficial partnerships with Wayne State's community as catalysts for the social, cultural, economic, and educational enrichment of the region.

#### *Goals through 2006*

- Establish mutually beneficial partnerships with external organizations, supporters, and friends of the University.
- Enhance relationships with K-12 school systems and community colleges.
- Expand opportunities for the University to be a premier venue in which diverse cultures interact in the urban environment.

### ***Educational Opportunities for Renewal and Advancement***

#### *Objective*

Enhance and increase educational opportunities for the benefit of Michigan citizens and attract others to the state from throughout the world.

#### *Goals through 2006*

- Enhance program opportunities to fully utilize the University's educational and physical capability by increasing enrollment to 35,000 students.
- Increase support for highly promising students.
- Facilitate student success and increase the number of degrees granted.
- Develop programs to meet Michigan's continuing educational needs and to enhance the Detroit metropolitan region by attracting talent to the state.

### **Results of the Strategic Plan**

Each year since 2001, President Reid has published an annual report to highlight major

activities during the preceding year that supported one or more of the University's core strategies. Reports on accomplishment toward Strategic Plan objectives can be found in the NCA Resource Library. Annual reports have spotlighted an impressive list of events including:

- Learning Experience: launch of First-Year Seminars, a pilot program for first-year students linking academics to daily life through in-depth study of issues impacting society; development of the Technology Resource Center (TRC), developed to provide faculty with expertise and resources to be effective in a technologically advanced society.
- Pre-eminence in Research: opening of a new 4,000 square-foot, state-of-the art clean room for research and development of smart sensor technology in the College of Engineering; location of the National Institutes of Health Perinatology Research Branch on WSU's campus; announcement of the President's \$1.8 million Research Enhancement fund; renovation of research facilities in Scott Hall and the Chemistry Building.
- Quality of Campus Life: construction of the third new residence hall, The Towers Residential Suites, which adds 1,000 beds to the combined 837 in Ghafari and South Halls; construction of the Welcome Center, Barnes & Noble bookstore, Eugene Applebaum College of Pharmacy and Health Sciences and Mort Harris Recreation and Fitness Center.
- Engaged University: spurring Midtown revival with the approval of three new land-development proposals by the Board of Governors.
- Educational Opportunities: development of TechTown, a research and technology park near campus; announcement that the University will become home to the \$50 million NextEnergy Center.

### **Strategic Planning for 2006–2011**

In fall 2005, the University's senior leadership team met to review Wayne State's 2001-2006 Strategic Plan and approve a process for updating the plan for the next five years. To ensure that the updated plan would be consensus-driven and

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engage every sector of the campus community, more than 20 meetings were held to solicit feedback and advice from key stakeholders inside and outside of the University. Views and ideas offered at those meetings are summarized at [www.strategicplan.wayne.edu/summaries.php](http://www.strategicplan.wayne.edu/summaries.php).

President Reid called upon the University community to continue adding views as the Strategic Plan was revised. Everyone was invited to share additional insights through the website set up to facilitate development of the Plan:

Since fall 2005, we have heard the views and ideas of hundreds of people throughout the University community on our Strategic Plan for 2006–11.

The participants at 20 stakeholder meetings were enthusiastic and passionate about the direction of Wayne State, and many expressed strong views on ways to move the University to the next level of excellence.

Nonetheless, our work is by no means finished. As we update this document, it is essential that we continue to come forward with fresh energy and ideas, and maintain the momentum that emerged from our stakeholder meetings.

A chronology of the process used to update the University's Strategic Plan for 2006–11 is provided below. The University's Strategic Planning Oversight Committee convened the 59-member Strategic Planning Senior Leadership Team. The team included faculty, students, and administrative leaders and presented the following timeline for updating the Strategic Plan.

### ***September 2005***

President Irvin D. Reid and the Strategic Planning Oversight Committee convene the first stakeholder session for the Strategic Planning Senior Leadership Team to offer recommendations on ways to build on successes and accomplishments of the current Strategic Plan and to identify opportunities for institutional growth and development.

### ***October–December 2005***

The Oversight Committee seeks to engage the entire university community through a series

20 stakeholder sessions to solicit thoughts and suggestions on ways to strengthen and refine the current Strategic Plan.

### ***January 2006***

The Strategic Planning Oversight Committee meets to synthesize feedback and comments from the stakeholder sessions.

### ***February 2006***

The Strategic Planning Senior Leadership Team reconvenes to discuss the development of a revised draft of the plan.

### ***March–May 2006***

The Oversight Committee facilitates the development and distribution of the revised draft of the plan to the campus community and invites feedback to help shape the new plan.

### ***October 2006***

The Oversight Committee presents a final draft of the plan to the Wayne State Board of Governors for approval.

The University begins implementation of the 2006–11 Strategic Plan. Colleges, schools and divisions begin their review process.

The purpose of the Senior Leadership Retreat was:

- To identify and analyze key trends and changes occurring in the University's overall environment;
- To assess the current Wayne State Strategic Plan in the context of this changing environment; and
- To revise and update the University's strategic directions for 2006–11.

In preparation for the environmental assessment, Kurt Metzger from the University's Center for Urban Studies gave a presentation, "The Changing Demographics of Michigan and Metropolitan Detroit." A key question on which Metzger focused was, "Do we go where the students are or wait for them to come to us?" A summary of Metzger's analysis follows:

- In fall 2004, Wayne State received four out of every five of its students from the tri-county area comprised of Macomb, Oakland, and Wayne counties.
- Nationally, high school graduation rates are expected to increase by 11% between 2000 and 2013; Michigan high school graduation rates are expected to increase by 25% between 2000 and 2013.
- Southeast Michigan is expected to experience minimal population growth because of domestic migration out of the area and low birth rates.
- From 2000 to 2030, the major growth areas of Southeast Michigan are expected to be in Macomb, Oakland, and Livingston counties.
- The share of population represented by 18–34 year olds will remain constant through 2020 in Livingston, Macomb, Oakland, and St. Clair counties.
- After 2011, the share of the population represented by seniors (65+) will begin to climb in Livingston, Macomb, Oakland, and St. Clair counties.
- A potential market for Wayne State will be 18–44-year-olds who have not completed a bachelor's degree and reside in high-growth areas including Livingston, Macomb, Oakland, and St. Clair counties.

A copy of this presentation is in the NCA Resource Library.

With this backdrop, participants broke into small groups to identify key trends important to the University's future. As committee members thought about the next five years, they focused on a number of significant developments that are likely to have an impact on the future of this University, including the following:

- The effect of Wayne State's strong identification with Detroit on the University's state funding as political influence in Michigan shifts;
- The impact of term limits coupled with changes in the makeup of the state legislature;
- The challenge of responding to the educational needs of an aging workforce;
- The importance of providing access to first-generation college students while building competitive and nationally ranked programs;
- The high expectations among faculty and students for pervasive and ubiquitous use of technology;
- The critical need to balance the demands of a growing research enterprise with those of a teaching university; and
- The importance of preparing students for flexible careers given that most will change jobs several times in the course of their work lives.

Other environmental changes that the University must consider as it plans for its future are the smaller number of traditional-age college students; the aging population; the increase of college-age minorities; the population shift from Wayne County to Macomb, Oakland and other counties; the reality that the state economy is not likely to improve in the near future; and the fact that fewer resources will be available from the government and private sectors in an environment with increasing competition for these limited resources. The challenges seem evident, but the committee also sought to identify opportunities, many of which are unique to Wayne State. The projected increase in numbers of high school graduates through 2013 could result in substantially higher numbers of FTIAC (First Time in Any College) students attending Wayne State. The University can also strengthen its position through such strategies as:

- Leveraging Wayne State's metropolitan setting as a means of becoming a national leader in researching issues crucial to urban populations;
- Increasing learning opportunities for a growing population of adult learners, particularly those students who have not completed their bachelor's degree;
- Capitalizing on the University's attractive and unique location in the heart of the city's Cultural Center;

- Recruiting and enrolling growing numbers of students from diverse ethnic and international backgrounds who currently reside in the region and welcoming them to the “university of opportunity;” and
- Forging international research partnerships with counterparts from Canada and around the world.

After reviewing demographic trends and identifying potential opportunities for growth, members of the senior leadership team reflected on what the University should be doing to respond to emerging trends, and then pondered this critical question: “What is our probable future if we do nothing — if we continue business as usual?” Participants spent time reviewing the five strategic directions and goals of the 2001–06 Strategic Plan in small groups. Afterwards, they made recommendations for amendments, additions or deletions to the larger committee. Overall, the group indicated support for each of the 2001–06 directions with slight modification and additional goals.

After reviewing the five strategic directions, the leadership group concluded its review by exploring the option of adding a new strategic direction to the 2006–11 plan. Retreat participants noted that substantial reductions in state appropriations in the past four years have severely impacted Wayne State. Since diminished state support is likely in the coming years, the committee recommended that additional revenue sources be identified and suggested that a strategic goal for achieving revenue diversification be added to the new plan.

Following this Senior Leadership Retreat, 20 stakeholder focus groups met at various sites across campus. These meetings involved senior leadership, chairs, the University’s Board of Governors, staff, faculty, graduate, and professional students, undergraduates, the Graduate Council, alumni, the Wayne State University Foundation Board, and academic staff.

The stakeholder focus groups addressed a wide range of concerns. Among them were the learning experience; the University’s pre-eminence in research and scholarship, which included comments on facilities and infrastructure; public awareness and ranking of the University; and faculty. The focus groups also explored quality

of campus life, including issues related to central services, campus planning, facilities, student-directed services, and Division I athletics. Exploration also centered on the University as an engaged community, which elicited comments on outreach activities; communication and opportunities for growth; and finally, opportunities for advancement and renewal.

At a second Senior Leadership Retreat in February, the Oversight Committee presented a summary and detailed notes on both the key themes and goals that surfaced from the stakeholder sessions. At this second retreat, participants reviewed a first draft of the revised strategic goals for the 2006–11 Strategic Plan and made recommendations to the Oversight Committee for the next draft. The Oversight Committee presented its revised draft to the University’s Board of Governors at the board’s March 2006 meeting. After the Board of Governors reviewed the draft plan, the Oversight Committee distributed the document to the entire campus community and invited comments from the University’s stakeholders. There was considerable discussion about the plan during the spring and summer, with alternative versions developed by the Academic Senate and the Council of Deans, and then by the Oversight Committee. The restrictions placed on the University due to shrinking state support made it even more critical that priorities be clearly delineated, so the discussion focused on the relative importance of the various priorities. The plan was approved by the Board of Governors in October 2006. Implementation of this new plan began fall 2006. A copy of the plan can be found at [www.strategicplanning.wayne.edu](http://www.strategicplanning.wayne.edu).

## The 2020 Campus Master Plan

The current master plan for improving and expanding the physical facilities of Wayne State grew out of the strategic planning process for 2001–06. The 2020 Campus Master Plan is a flexible document, written to provide direction and accommodate unanticipated conditions that will occur in the future. The master planning process was initiated with a thorough review of prior planning efforts. Physical conditions were documented and evaluated. Stakeholders, including civic leaders, neighbors, students, faculty, and staff were interviewed and their comments and recommendations were recorded. The 2020 Campus Master Plan produced a clear

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picture of the limitations and opportunities for expanding the main campus. This plan can be found at [www.facilities.wayne.edu/mp/2020mp.htm](http://www.facilities.wayne.edu/mp/2020mp.htm). The Introduction and Overview section of the Plan states:

... The Midtown Detroit campus will undergo significant transformation in the next generation. Yet social, political, economic, and physical constraints impose limits to real growth. Given the University's corollary goal of expanding primarily on current land holdings, the Midtown Detroit Campus will reach its physical development potential early in this century. Working with projected budgetary resources, the 2020 Campus Master Plan defines the limits of physical growth and offers recommendations for optimizing the University's potential for physical expansion. Following data gathering and stakeholder interviews, overall principles and goals for the 2020 Campus Master Plan were developed that facilitated the completion of four major building projects: The Eugene Applebaum College of Pharmacy and Health Sciences, the expansion of the Law School, the Mort Harris Recreation and Fitness Center, and the Welcome Center. We will break ground for the new Engineering Development Center in spring 2007.

## Guiding Principles for Physical Growth

A set of guiding principles emerged from analysis by consultants, interviews with master plan stakeholders and focus groups, and intensive workshop sessions with the Steering Committee:

- The Wayne State campus should embrace the city as a positive and vibrant environment offering opportunities for overlap and synergy. As a "green oasis" within the city's Cultural Center district, Wayne State is a major Detroit asset. The city and the University are valuable resources to one another.
- The campus environment should foster academic pursuits, should be accessible and welcoming to visitors, and should spontaneously encourage leisure and social activities.
- The campus should reach out to its urban environment and neighboring institutions. Linkages between the main campus and the medical center campus should be strengthened.
- The campus should grow primarily within the territory which it already occupies. The University should focus on intensifying the use of existing facilities by developing vacant sites and by redeveloping under-used properties.
- A significant thrust of the new campus plan will be to create lively and safe residential environments that are enhanced by retail amenities and that meet the diverse needs of students, faculty and staff.

The 2020 Campus Master Plan has evolved as new findings and recommendations not envisioned at the outset emerged. The Plan charts a 20-year course for the development of Wayne State's main campus and will serve as a reference tool and valuable cross-check as we proceed with improvements and expansion.

## Information Technology Planning

In 1999 President Reid outlined his Pillars of Strength vision as a foundation for moving Wayne State forward into the next millennium. Information Technology (IT) was one of those pillars. Within five years, with input from across campus, WSU replaced its entire suite of mainframe-based information systems with corresponding products from SunGard SCT and several other vendors. Information technology goals that grew out of the 2001–06 Strategic Plan include:

- Replace aging and cumbersome mainframe-based information systems that were not Y2K compatible;
- Facilitate business interactions;
- Implement an integrated suite of Internet-based, self-service systems;
- Enable students, employees, alumni, and others to access information and systems at their convenience;
- Create a "rock solid" IT infrastructure to support all of the above; and

- Replace legacy mainframes with distributed computer systems.

In 1995 and again in 2001, WSU developed IT Strategic Plans that guided the university's technology initiatives through 2006. In the spring of 2005, the university's central IT organization published *Information Technology@Wayne State: A Progress Report*, which lists and highlights WSU accomplishments in using information technology, work that is under way or still must be done, and the most pressing issues associated with information technology in higher education. This report describes how the university has invested substantial resources in IT initiatives that improve academic and administrative programs.

The complete planning and support structure for administrative information technology is provided in a document available to the entire University community at [www.computing.wayne.edu/ISP-project/SupportProcesses.pdf](http://www.computing.wayne.edu/ISP-project/SupportProcesses.pdf).

Wayne State has made significant progress since 1999 and has addressed those concerns expressed by the 1996 NCA visiting team relative to information technology. The University has invested in advanced networking, replaced old information systems with an integrated suite of Internet-based self-service systems, implemented a reliable e-mail system, installed an online course management system, and acquired IT resources that are largely housed in schools and colleges where they can directly enhance teaching, learning, and research.

In 2005, the Information Systems Oversight Committee was formed to replace a number of committees that had been formed to support WSU's Integrated Systems Project. The role of this committee is to:

- Prioritize proposed information systems projects;
- Monitor the progress of approved projects;
- Monitor one-time and annual budgets for approved projects; and
- Resolve conflicts regarding policies, procedures, resources, and personnel.

In addition, the Information Systems Management Committee was formed. This

committee is responsible for the general oversight and management of projects and resolution of operational problems that cross departmental lines and information systems. Its responsibilities are to:

- Manage, coordinate, and facilitate activities to maximize the effectiveness and efficiency of using the integrated software suite of products and projects that represent the business processes at WSU;
- Provide status and recommendations on projects to the Information Systems Oversight Committee;
- Meet on a regular basis to review and identify issues and derive solutions;
- Prioritize work to be performed across the integrated software suite;
- Monitor and communicate with the various user groups; and
- Coordinate prioritization of items from the respective user groups to SunGard SCT's Large School Consortium. ([www.computing.wayne.edu/ISP-project/SupportProcesses.pdf](http://www.computing.wayne.edu/ISP-project/SupportProcesses.pdf))

In 2004, the *ad hoc* Improving Teaching and Learning with Technology Committee was convened by the Provost to assess the University's instructional technology and faculty development services and to make recommendations regarding the best use of instructional technologies at Wayne State. On April 5, 2004, the committee presented its report, *Improving Teaching and Learning with Technology*. Since then, the University Library System, Computing and Information Technology, and the Office for Teaching and Learning have made significant progress implementing more than 30 projects, including the Technology Resource Center for faculty. (<http://trc.wayne.edu>)

The August 2006 issue of *Campus Technology* features WSU as one of just 16 universities nationwide doing innovative work in IT. In December 2005, WSU was listed in the same publication among the top 100 universities in the nation employing best practices in IT.

Looking forward to the next five years, the University's evolving information technology planning process will grow out of the principles set forth in the 2006–11 Strategic Plan and will build on the progress made to this point. *Information Technology @ Wayne State: A Progress Report* is accessible at [www.computing.wayne.edu/cit/InfoTechAtWSU.pdf](http://www.computing.wayne.edu/cit/InfoTechAtWSU.pdf).

In September 2006, a new IT Strategic Planning Oversight Committee was formed and charged with developing a plan for using information technology for competitive advantage. The plan will be consistent with and support Wayne State's 2006–11 Strategic Plan, and communicate a clear vision of how IT can advance and strengthen University programs. It will specify goals, objectives and actions to achieve during the remainder of this decade.

Preliminary planning began in September 2006 with a discussion of selected IT reports and best practices recommendations. The committee will be organized into task forces to identify strategic IT initiatives for achieving WSU's goals of establishing and sustaining a superlative learning experience.

The following guidelines were adopted during initial meetings of the Oversight Committee to help members follow a consistent process and format for identifying goals, objectives and actions. Each strategic IT goal will:

- Directly support one or more of WSU's strategic actions for 2006–11;
- Provide WSU with a competitive advantage in attracting and/or retaining students, faculty or external support;
- Be supported by specific objectives and each objective by specific actions that are required to achieve the IT goal; and
- As much as possible, provide recommended time frames and estimates of one-time and recurring costs.

## Other Planning for a Complex Future

Recognizing the diverse objectives of the University's mission and the complex factors affecting its future, we have put in place several planning groups and processes that, together, support the University in achieving its mission.

- **Commission on 40,000:** President Irvin D. Reid established the Commission on 40,000 in October 2004 to 1) prepare for anticipated enrollment increases at Wayne State; and 2) to respond to the challenge issued by Governor Jennifer Granholm to double the number of college graduates in Michigan over the next decade. The Commission's charge was to address relevant topics "without adding appreciably to our costs." The commission identified eight topics and made recommendations associated with each that, collectively, would help the University accommodate increased enrollment. A summary of that report is available at [www.strategicplan.wayne.edu/report\\_to\\_bog9-05.pdf](http://www.strategicplan.wayne.edu/report_to_bog9-05.pdf).
- **Meetings and Seminars for Wayne State University Researchers:** The Office of the Vice President for Research (OVPR) sponsors a standing committee of researchers to deal with any and all matters associated with facilitating research.
- **The Faculty Commons:** The OVPR sponsors a monthly faculty-only meeting place to promote fellowship, collaboration, and scholarship to encourage Wayne State researchers to mingle and discuss topics of mutual interest. A recent product of this focused advocacy is Nano@Wayne, a website that provides information on various nanoscience and nanotechnology initiatives of interest to WSU faculty working in that field. ([www.research.wayne.edu/nano](http://www.research.wayne.edu/nano))
- **Research Enhancement Program:** The President established a \$1.8 million fund to advance research activity in programs displaying excellence in areas relevant to the mission of the University. More information on this program is provided under Criterion 4a.
- **Graduate Enhancement Program:** A yearly competitive award of \$250,000 added to the annual budgets of selected outstanding graduate programs. More information on this program is provided under Criterion 4b.

## Summary and Evaluation

WSU's system for strategic planning is broad-based and strong. The mission and strategic direction for WSU is clear and has widespread

understanding and support throughout the campus community. There is a need to ensure that follow-up to strategic planning occurs. Follow-up should address implementation of an appropriate system for tracking progress toward achieving goals, objectives, and actions as well as mechanisms for assessing the attainment of important outcomes related to teaching, learning, research, and business processes at all levels of the University. In this period of severe funding constraints at the state level, we need to ensure that costs are aligned with revenues. We will need to reduce costs in targeted areas and reallocate savings to support strategic initiatives, enhance technology, and upgrade facilities needed to advance teaching, learning, and research.

Gathering reliable information on which to base decisions is a challenge in realistically preparing for the future. In order to make sure that tactical and strategic decisions are based on accurate and timely information, we need to continually assess effectiveness, efficiency, and outcomes of programs and services. We will have to be realistic about information technology funding when costs are increasing and budgets are not. We will need to pursue ways to reduce costs and reallocate savings by such methods as a) eliminating, reducing or consolidating services; b) creating consortia to share costs; and c) considering life-cycle funding for replacing technology on a scheduled basis.

Aging campus facilities pose another challenge that must be addressed. While new facilities have expanded the campus to include badly needed library and laboratory space and student residence halls, maintenance of our existing facilities is a constant challenge. Investing wisely in new buildings and at the same time updating our older buildings present a difficult resource allocation issue.



## 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Wayne State has considerable resources for carrying out its mission of excellence in teaching, research, and service. However, the last few years have seen significant changes in our sources of funding, and more cautious consideration of all our expenditures.

The current state of the economy in Michigan has tested the University’s ability to maintain its programs and services. Various actions have been taken in recent years to balance allocations with resources, including elimination of administrative

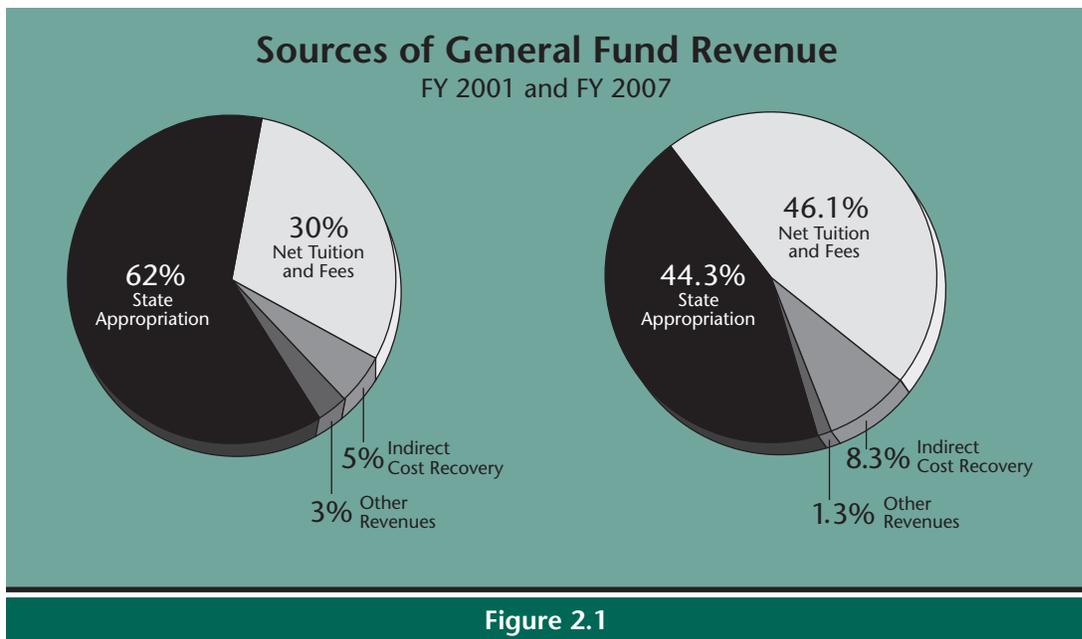


Figure 2.1

positions, dissolving some academic units and combining others, and increasing tuition and fees, while at the same time expanding efforts to generate financial resources in ways not tried here before.

## Financial Resources

In fiscal 2007 the University's total revenue is approximately \$490 million. State appropriations provide 44.3%, and tuition and fees provide 46.1%. This is a fairly drastic change since 2001, when state appropriations accounted for 62% of total funding. **Figure 2.1** illustrates percentages for all sources of General Fund revenue.

State appropriations are an important factor in the University's budget. Recent trends in state funding have resulted in decreases in real dollars as well as in percentage of total revenue.

**Figure 2.2** illustrates the downward trend in state funding for Wayne State over the last decade.

There are 15 public universities in the state of Michigan whose primary funding sources are

state appropriations along with tuition and fee revenue. State appropriations are not uniform as a percentage of university revenue throughout the state. They range from 44.3% at Wayne State to 32% at the Ann Arbor campus of the University of Michigan.

Unlike many other states, Michigan's Constitution (Article VIII, Sections 5 and 6) grants each Michigan university the autonomy to "have general supervision of the institution and the control and direction of all expenditures from the institution's funds." However, the state legislature does have the ability to exert indirect control through the appropriations process. State appropriations for universities come almost entirely from the General Fund. Universities have no "earmarked" funding from sales taxes or other state revenue, and unlike community colleges, they cannot raise funds by levying millages on taxpayers. Hence, universities must compete with a myriad of state budgetary obligations for their appropriations and sometimes are not considered the highest priority.

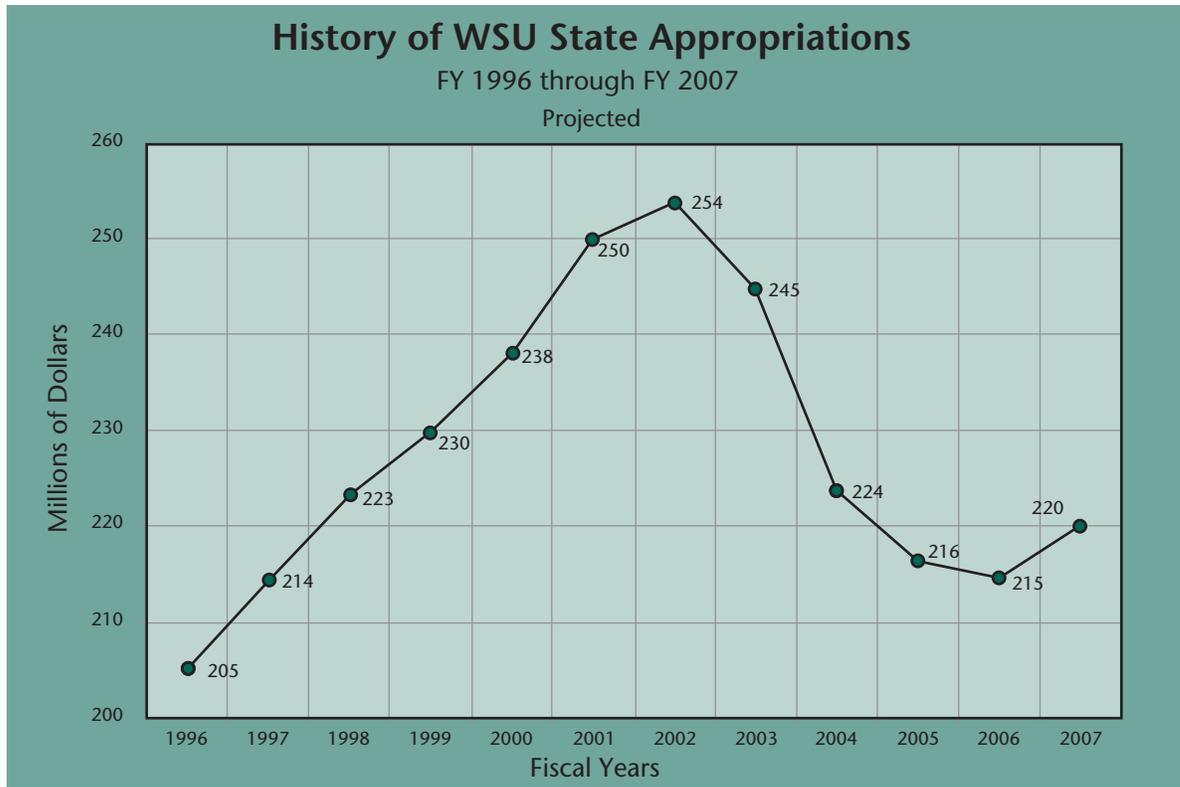


Figure 2.2

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Annual increases in state support for universities varied during the 1990s. In the first few years of the decade, when the Michigan economy was in or emerging from recession, universities received minimal annual increases of about 1%. The situation improved by FY 1999–00, a year in which the U.S. and Michigan economies were enjoying the largest peacetime expansion in history. That year, universities received an overall 5% increase, well above the southeast Michigan inflation rate of 3.4%. However, the economic weakness that ensued in 2001 led again to stagnant university appropriations and ultimately to cuts that have continued since. Wayne State experienced a budget reduction of roughly \$3.6 million in fiscal year 2002. In 2003 and 2004, a cumulative 10.2% cut in state appropriations, along with corresponding cost increases, created a cumulative \$56.4 million budget deficit for those years.

## Legislative Restrictions

The state legislature is limited in the extent to which it can directly control tuition increases; however, in the last several years, legislators and the governor have used their power over appropriations to provide incentives to keep tuition increases at a minimum. For example, the FY 2000–01 budget reduced by 1.5% the state appropriation for any university that increased tuition by more than 4% from the previous year. Two years ago, the legislature mandated a tuition increase of no more than 2.5%. The decline in state appropriations, coupled with legislatively mandated tuition caps, has significantly impacted public institutions in Michigan, including Wayne State.

## Adjusting Priorities

In fiscal 2004, to cope with declining appropriations and tuition revenue, the University eliminated 200 staff jobs, 75 through layoffs. The University also combined the colleges of Science and Liberal Arts to form the College of Liberal Arts and Sciences. Although this move was motivated primarily to increase communication and cooperation between these faculties, the change also brought about savings in administrative costs.

In 2005, the University redistributed the departments, centers, and degree programs of the College of Urban, Labor and Metropolitan Affairs to other academic divisions of the University. The School of Business Administration merged the departments of Finance, Information Systems Manufacturing, Management, and Marketing into the new Department of Business, eliminating several administrative positions in the process, including three department chairs.

Other cost-cutting measures enacted by the University included reducing the number of vice presidential positions from eight to six and eliminating \$1 million budgeted for research equipment. At the same time, the institution scaled back and reorganized the facilities management, student affairs and information technology units, and placed a freeze on non-faculty hiring except where critical to the University's mission and operating requirements. All of these were carried out in the context of evaluating the University's needs, services, and priorities. The Board of Governors' Blue Ribbon Committee on University Costs, Revenues, and Efficiency reported in 2006 that 230 measures had been implemented since 2000 or were in the process of being implemented. Among the measures already implemented, 37 involved revenue enhancement; 74, cost savings; and 90, increased operating efficiency. Among those actions in process, 11 involved revenue enhancement; 9, cost savings; and, 9, increased operating efficiency. These actions indicate that the University has been aggressively committed to enhancing revenue, creating cost savings, and improving operational efficiency over the last several years.

The University budgeting process involves ongoing evaluation of priorities as the institution addresses changing circumstances. Further cuts in state appropriations in fiscal 2005 prompted the Board of Governors to increase tuition by 18.5% across the board in July 2005, bringing average tuition and fees for undergraduates to \$6,900 for state residents. Wayne State still remains ninth in tuition affordability in Michigan, maintaining its same position relative to other Michigan universities. Wayne State has historically offered its often financially challenged students the opportunity to attend a major research university at an affordable price. With this significant increase in tuition, the University designated a

\$6.6 million increase to financial aid funding. This is the first time in recent history that funding for financial aid has exceeded the percentage increase in tuition.

## Exploring New Financial Resources

The governor and the legislature have considered an increase of approximately 2.5% for Wayne State in the 2006–07 state budget. While relatively small, the increase comes as a welcome change from the years of reductions. The University realizes that in this era of economic stress in the state of Michigan, it cannot rely on state appropriations to the extent it has in the past to advance its programs, research, service, and facilities. In response to the need to diversify funding sources, the University embarked on its first-ever capital campaign, *Wayne First: The Campaign for Wayne State University*, with a goal of \$500 million over five years. The silent phase of the campaign began in 2001.

Launched publicly on May 24, 2005, the campaign has already raised over \$320 million. Campaign priorities include building a solid foundation of scholarship resources for talented students, attracting and retaining top scholars and researchers, increasing the number of endowed chairs and professors, and underwriting special programs to serve students, advance faculty skills, and pioneer new approaches to address societal issues. Finally, the campaign will provide additional resources for new buildings and improvements to existing facilities.

The University has clearly reached a point in its development where it must rely more heavily on philanthropy if it is to continue its mission as a major research university. This need is reflected in the fifth objective of the Strategic Plan. WSU must find ways to increase annual gifts from alumni, friends, faculty, and staff. The primary responsibility for annual giving resides with the Office of Development. Annual giving has generated approximately \$3 million for each of the past three years, with only about 10% of the University's alumni participating and gifts averaging of approximately \$150. There is significant room for improvement, but we are moving in the right direction. ([www.giving.wayne.edu](http://www.giving.wayne.edu))

## Wayne State University Foundation

In 1999 the Wayne State University Foundation was established by the University's Board of Governors in response to President Irvin D. Reid's challenge "to develop a centralized means of encouraging and managing financial support by private sources." It is a non-profit 501(c)(3) corporation that manages fiscal resources specifically for the benefit of Wayne State. The foundation is governed by a board of directors made up of business and community leaders. It functions under the leadership of a chairperson, chosen from among these individuals, and a president who also serves as the University's Vice President for Development and Alumni Affairs. Information about the foundation and the current members of the foundation's board of directors is available at [www.giving.wayne.edu/wsufoundation.php](http://www.giving.wayne.edu/wsufoundation.php).

The foundation receives, invests, and administers private funds on behalf of the academic mission, research initiatives and other priorities of Wayne State. The establishment of the foundation has enabled the University to develop a core of expertise and experience that can be strategically focused on opportunities in the private sector. Funds raised through the foundation support undergraduate and graduate student scholarships, endow faculty chairs and professorships, provide support for academic and scientific programs and investigations, and enhance the physical infrastructure of the campus. Since fiscal 2002, the endowment fund has increased by more than \$62 million. The market value of the University's total endowment fund as of January 31, 2006, was \$197.5 million. **Figure 2.3** shows the growth of the Endowment Fund by year from 1996 to 2006.

## Capitalizing on Alumni Relations

Wayne State has more than 220,000 living alumni. Of these, 76% reside in the state of Michigan. While they are an important resource for gifts as discussed above, they are also an extremely important resource for the University in non-financial areas such as legislative advocacy. The University relies heavily on alumni in its efforts to acquire its fair share of state support. More than 41,000 e-mail addresses of alumni and friends now make up the electronic community created by the University to solicit

support from state legislators on an ongoing basis and particularly at crucial voting times. Influential alumni such as members of the Anthony Wayne Society (consisting of major donors), WSU Foundation board members, Alumni Association leaders, and others are called upon to communicate with elected officials in their respective districts.

The Alumni Association has also partnered with university admissions and the financial aid office to involve alumni in Scholars Day on campus. Alumni meet with high school seniors and their families and talk to them about their experiences at Wayne State. This has proved very beneficial in attracting high-achieving students to the University.

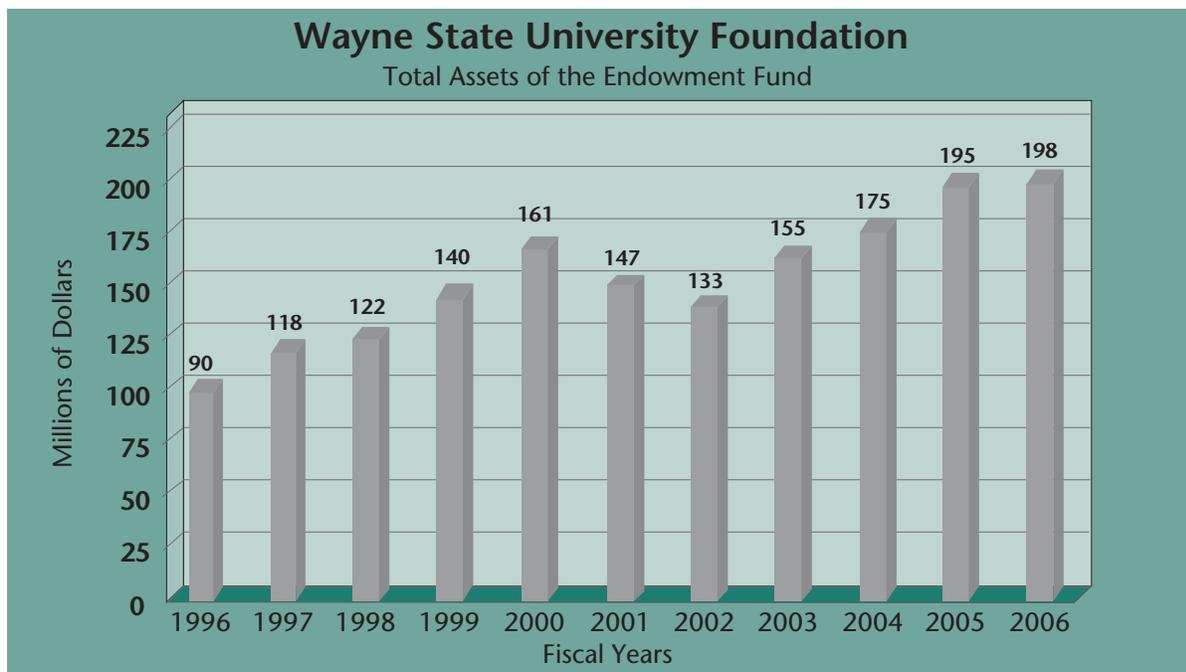
Although membership in the Alumni Association is at an all-time high at 33,586 out of 220,000, there is clearly room for growth. Plans call for building the association base through outreach to recent graduates. The Alumni Association is using survey results to develop activities targeted for recent graduates. Activities such as the Career Boost lecture series and other social, cultural, professional, and family-oriented activities have

been employed in recent years. The goal of these activities is to heighten awareness of Wayne State and the contributions it is making to southeast Michigan. Efforts to reconnect with alumni and bring them into the association should result in significant increases in gift giving to the University.

While a majority of the University's alumni reside in the metropolitan Detroit area, in recent years alumni events have also been held throughout Michigan and in Windsor, Ontario; Washington, D.C.; Phoenix, Arizona; Seattle, Washington; Sarasota and West Palm Beach, Florida; and San Francisco, California. Most of these events have been receptions hosted and sponsored by local area alumni at their homes or clubs and have enabled the University to deliver important messages about Wayne State, and especially about the capital campaign and planned giving opportunities.

### Increasing Grants and Contracts

The University has also increased incentives and support for faculty pursuing external funding. Effective January 1, 2006, the University



Total assets include charitable gift annuities.

Figure 2.3

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established a three-year pilot program designed to stimulate research and increase externally funded grants and contracts to departments, schools and colleges. Under this pilot program, faculty are able to receive incentive payouts based on the salary savings recovered to the General Fund by the school, college or institute. This incentive payout to faculty was designed to increase the number and size of externally funded grants and contracts.

## Increasing Enrollment

In October 2004 President Reid established The Commission on 40,000 to prepare for anticipated enrollment increases at Wayne State and to respond to the challenge issued by the state's governor to double the number of college graduates in Michigan over the next decade. The Commission was charged with exploring ways the University could accommodate 40,000 students, examining potential obstacles to such growth, and identifying ways to develop and reassign resources "without adding appreciably to our costs." The Commission formed eight subcommittees that collectively identified a list of concerns the University might address: patterns of scheduling, use of technology in scheduling facilities, greater use of technology in the delivery of student services, distance education and off-campus locations, student recruitment and retention, University policies governing degree completion, administrative processes and University resources, and the availability of programs that meet student and employer needs. Recommendations to address each of the identified concerns were developed and submitted to the University's Board of Governors in September 2005. ([www.strategicplanning.wayne.edu/report\\_to\\_bog9-05.pdf](http://www.strategicplanning.wayne.edu/report_to_bog9-05.pdf))

In addition, the Michigan Metropolitan Information Center completed a study in June 2005, *Extending Wayne State University's Reach*, that addressed the changing demographics the University will face in pursuing the goal of 40,000 students. This study indicates that Michigan high school graduation rates will increase by 25% between 2000 and 2013; however, southeast Michigan is expected to experience minimal population growth due to low birth rates and migration out of the area. The percentage of 18-34-year-olds should remain constant through 2020 in high-growth counties of Livingston,

Macomb, Oakland, and St. Clair. This pattern suggests a potential market for Wayne State consisting of 18-44-year-olds who reside in these areas and have not completed a bachelor's degree. The results of this study will be used in developing programs and student recruitment plans over the next several years. ([www.strategicplanning.wayne.edu/demographic.php](http://www.strategicplanning.wayne.edu/demographic.php))

## Developing Human Resources

Human Resources at Wayne State offers a wide range of development opportunities for faculty and staff to improve skills in their current positions as well as develop additional skills in preparation for advancement to positions they aspire to hold in the future. For professional office staff, classes are offered such as: Speaking with Impact, Effective Interpersonal Communications, E-mail Essentials, Supervising Student Employees, and Grammar and Proofreading. Supervisors can take classes such as Managing Within the Law, How to Write SMART Goals, and Sexual Harassment: What Managers Should Know. For career and professional development, offerings include Crucial Conversations, Effective Applicant Interviewing, and Introduction to Resume Writing. ([www.hr.wayne.edu/oed/index.php](http://www.hr.wayne.edu/oed/index.php))

Executive Development includes classes such as The Performance Planning and Development Process, Navigating Through Change, and Crucial Confrontations. All of these and many others are designed to develop the human resources of the University to be more effective at what they do today, as well as prepare for opportunities in the future.

The Outreach Committee (a subcommittee of the President's Commission on the Status of Women) awards professional development stipends to female students and full-time non-academic employees to attend a workshop, conference, or significant event associated with minorities, affirmative action, or other issues such as gender rights. The application is posted at [www.wayne.edu/wsucosw/committees.html](http://www.wayne.edu/wsucosw/committees.html).

The Office for Teaching and Learning (OTL) provides support and development opportunities for teaching at WSU through training and consulting, instructional design support, and

classroom feedback, as well as print and electronic resources. Referrals to other on-campus services are also offered. The OTL also serves as a catalyst and facilitator for WSU teaching initiatives. Its mission:

The Office for Teaching and Learning promotes excellence in teaching in the University at all levels. It supports individual faculty members in the development of instructional skills. OTL staff conducts workshops and seminars, observes classes, and assists in the drafting of teaching portfolios and in the development of instructional technology. ([www.otl.wayne.edu/OTLabout.html](http://www.otl.wayne.edu/OTLabout.html))

OTL services include curriculum planning, individual consultations, instructional technology assistance, and a great deal more. New and veteran faculty are encouraged to avail themselves of these services. The OTL is located in the state-of-the-art Technology Resource Center and features a non-circulating library of teaching resources, a technology classroom, and an instruction lab.

Despite increasing pressure from diminishing financial resources, the University has been able to continue support of its educational programs by judiciously allocating its financial resources. Through the elimination of administrative positions and the combining of departments and schools, funds have been made available to attract and retain quality faculty. Funds have also been redirected to programs designed to further develop the skills of faculty and staff, helping them become more efficient and productive in their efforts to support and expand programs critical to the University's mission.

## Summary and Evaluation

The University has a history of efficient management and allocation of resources despite continuing reductions in state support. Although the University has had to recently shift more of the cost to students through increased tuition rates, it has also used its budgeting process and its established priorities to make some very difficult, but beneficial, decisions. With future reductions anticipated in state funds, the University will continue to rely on its Strategic Plan and its data collection to assess, evaluate, prioritize, and budget effectively in order to address and

close the gap in funding. Like nearly every other university, Wayne State will feel the pressure to generate more resources through its development activities. It is important to note, however, that the University is already addressing the issue of generating additional outside funding.

The University has focused its efforts on development, launching its first-ever capital campaign, increasing its alumni memberships, and improving alumni relations. These activities have already proven to be very successful in generating additional resources, both financial and non-financial. By evaluating and prioritizing its goals and activities, the University has been able to redirect resources to not only maintain but also increase needed support for critical programs. Evaluating and prioritizing have resulted in the elimination of several administrative positions through the combining of schools and the elimination of colleges and programs. These efforts have enabled the University to continue attracting, hiring and retaining top talent, which is so critical to maintaining our reputation and credentials as a top research university. Given Michigan's continuing economic problems, the University must continue to enhance revenue that is dependable and expanding. We have just begun to build these alternative revenue sources. It is imperative that we continue to develop them.



**2c.** The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

## A History of Progress

Wayne State's assessment plan, approved by the North Central Association in 1997, called upon each school or college to develop and implement an assessment plan appropriate to the departments and programs within that unit. In 1999, the Associate Provost for Assessment and Retention was appointed to coordinate the assessment activities of the schools and colleges. Following this appointment, a University-wide

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assessment team was established to review current assessment activities, explore alternative approaches, and recommend strategies to energize assessment at the University. In May 2001, the Provost established an Assessment Team consisting of 31 members representing a broad cross-section of the University.

Members of the Assessment Team were encouraged to attend the American Association for Higher Education (AAHE) Assessment Conference in Denver in June 2001. Nineteen of the 31 members attended. The team came away from the conference eager to implement what they had learned. Members also attended the 2003 Conference in Seattle and the 2004 Conference in Denver. At the 2004 conference, the WSU group made a presentation on assessment efforts at Wayne State from 2001 through 2004: "Five Tools for Advancing the Assessment Landscape in a Decentralized Environment." The five tools described were:

- The University-wide Assessment Team;
- The Student Tracking, Advising and Retention System (STARS);
- The Inventory of Assessment Activities;
- Analysis of Wayne State's NSSE data; and
- Wayne State's procedures for regular academic program review.

The Assessment Team made several recommendations aimed at improving assessment practices at Wayne State, including: 1) establishment of an ongoing assessment working group; 2) improvement of data collection, data analysis, and information dissemination; 3) viewing assessment as an ongoing process essential to continuous improvement of the academic mission; and 4) appropriate funding to support assessment activities.

In October 2002 a small Assessment Working Group was formed to oversee work on the recommendations of the report. The working group's first project was a web-based Assessment Inventory intended to inaugurate a biannual inventory of assessment activities. The team developed a survey to assess "Levels of Implementation and Patterns of Characteristics" that was sent to nine of the schools/colleges. 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 survey was followed by an interview with the assessment coordinator in each school/college. The process revealed a number of activities designed to assess student learning in the majors as well as University-identified General Education outcomes.

In addition to compiling these data, the subgroup used this information to compile a list of best practices at Wayne State on the assessment of learning. Owing to a number of administrative changes, the process was stalled for a time; however, the second such inventory was launched in 2006. The data-gathering phase concluded on September 15, 2006. A detailed analysis of the changes from 2002-06 is included under Criterion 3a.

In the meantime, WSU hosted the Fourth Annual Student Academic Success Summit in February 2006 with a follow-up session in April. The 2006 conference offered faculty and staff an opportunity to integrate discussion of assessment with other pedagogical issues. Presentations by Vincent Tito of Syracuse University, Judy Patton of Portland State University and J. Herman Blake of the University of South Carolina-Beaufort served to place assessment within the context of the struggles and successes of other institutions and drew attention to best practices at WSU. A report on the summit may be found at [www.doso.wayne.edu/SASS/SASS\\_Final\\_Report.pdf](http://www.doso.wayne.edu/SASS/SASS_Final_Report.pdf).

The opportunity to view wider perspectives and best practices is also facilitated through the WSU Office for Teaching and Learning. The OTL is well respected by Wayne State's faculty for its training efforts on pedagogy and educational technology. It has begun to play a strong role in developing awareness and expertise in current assessment practices.

Assessment is now coordinated by the Office of the Associate Vice President for Undergraduate Programs and General Education. That office embraces the idea that the best way to promote the culture of assessment is to seize opportunities that demonstrate best practices in assessment and the benefits they bring. One such opportunity has been the development of Learning Communities

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as the core of Wayne State's first-year student experience. Each of these communities has specific learning objectives and plans for evaluating success in achieving those objectives. These learning objectives and assessment techniques will add to the models we employ as we move forward.

## Internal Data Collection

Wayne State now routinely collects data for evaluation of its policies and programs. The central resource for data gathering is the Office of Institutional Research (OIR), a unit of the Division of Academic Affairs that reports to the Executive Director for Institutional Research. Its mission is fourfold:

- To collect, organize, maintain, analyze and report institutional data to support the University's executive management, operations, decision-making, and planning functions;
- To provide official University data and information to governmental agencies and other external agencies for compliance purposes;
- To support development of the University's administrative and information systems, working to insure data integrity; and
- To provide data and information to help evaluate and assess institutional resources and programs.

The OIR at Wayne State prepares various tabulations, spreadsheets, charts, and figures on the University's students, faculty, facilities, and finances. These data are published in an annual Factbook, periodic FYI bulletins to faculty and staff, *ad hoc* reports, required state and federal reports, data exchange reports, and surveys for various national media. ([www.oir.wayne.edu](http://www.oir.wayne.edu))

The Division of Academic Affairs also houses Testing, Evaluation and Research Services ([www.testing.wayne.edu](http://www.testing.wayne.edu)). This unit provides a range of services that are used for assessment and planning throughout the University.

Testing and evaluation (psychometric) services are provided to students for entrance examinations, credit by examinations via the College-Level Examination Program,

qualifying examinations for course selection, proficiency examinations, test-out options for the University General Education Requirements, and tests required by professional associations and for licensing agencies.

An undergraduate retention database is maintained for the University, and research studies are undertaken to provide background data for planning adequate services and other resources for the Wayne State student body. The staff is also available to advise individuals with regard to the design and use of survey forms tailored to specific purposes.

Wayne State maintains databases that include enrollment trend data for high schools and academic performance measures for applicants. Academic performance feedback reports are provided to high schools on incoming students at Wayne State. While the present use of this data is limited to informing feeder high schools relative to the academic performance of their graduates, the University recognizes that this data provides opportunities for developing intervention and improvement strategies in collaboration with the high schools. Comprehensive testing administered to incoming freshmen includes placement and proficiency testing in academic disciplines such as English, science, mathematics, and computer literacy. Results from these examinations are made available to academic advisors who can direct students to services in our Academic Success Center.

## National Student Data Collection

In addition to internal assessment and data collection, Wayne State participates in several national incoming freshmen benchmarking studies. These include the Cooperative Institutional Research Program (CIRP), the ACT Class Profile Service, and the ACT Research Service. These have played an important role in providing contextual data for developing and assessing enrollment and retention strategies. The University is also a participant in The National Survey of Student Engagement (NSSE). Benchmarks established in this national survey are helpful in identifying areas where we need to focus attention in order to achieve increased engagement and thereby improved performance on the part of our students.



Most seniors (77%) would attend WSU if they could start over again, and even more (80%) say they had a good or excellent educational experience.

Figure 2.4

WSU students appear more like their urban peers than like students of other research universities. WSU students talk about career plans with faculty less than students at other research universities, and they spend less time discussing readings or classes with faculty outside of class time. This reflects the part-time enrollment of our students who are also much more likely to work off campus for pay than their research university peers. Compared to students at other research institutions, they are also much more likely to be providing care for dependents living with them (parents, children, spouses, etc.) However, WSU students, report having serious conversations with students, of a different race or ethnicity much more frequently, and they report having a greater understanding of other racial and ethnic backgrounds than NSSE respondents in general.

Most seniors (77%) would attend WSU if they could start over again and even more (80%) say they had a good or excellent educational experience. See **Figure 2.4**.

NSSE 2006 data: Seniors at WSU report receiving prompt written or oral feedback from faculty on their academic performance more frequently than either their urban or Carnegie Research University peers.

## National Surveys of Faculty Responsibilities

Wayne State complements the NSSE survey with the Faculty Survey of Student Engagement (FSSE). This survey assesses student engagement activities from the perspective of faculty and provides an important control in assessing and evaluating the data collected from the NSSE survey. In addition to the FSSE survey, the University participates in two surveys conducted by the University of Delaware: Instructional Costs and Productivity, and Survey of Out-of-Classroom Activities. The first allows Wayne State to benchmark itself on the utilization of tenure/tenure-track faculty, lecturers, and teaching assistants for undergraduate instruction. It also measures and compares teaching loads across a broad range of academic disciplines. While Wayne State is a new participant, this study has already yielded important information for us.

Data collected has demonstrated that, on most issues related to instructional costs and faculty utilization, WSU is similar to our peer institutions. However, we found that there are significant differences in the use of graduate teaching assistants and supplemental instructors (i.e., part-time) between WSU and peer institutions. WSU uses a higher proportion

of supplemental instructors and a lower proportion of teaching assistants than do our peer institutions. This is likely due to our location in a major urban setting. Colleges and departments all have ties to practicing professionals in the metropolitan area, and we have an exceptionally strong pool of professionals available for part-time instruction. On measures such as the Student Evaluation of Teaching, these part-time professional instructors receive evaluations as high as those of the regular faculty. Moreover, they bring a currency of information about recent changes in their respective fields, which is appreciated by our students.

The Out-of-Classroom Activities Survey yields useful information regarding the distribution of faculty responsibilities for teaching, research, and public service activities. It provides benchmarks that may be used to consider the effects of potential shifts in institutional priorities where faculty responsibilities are concerned.

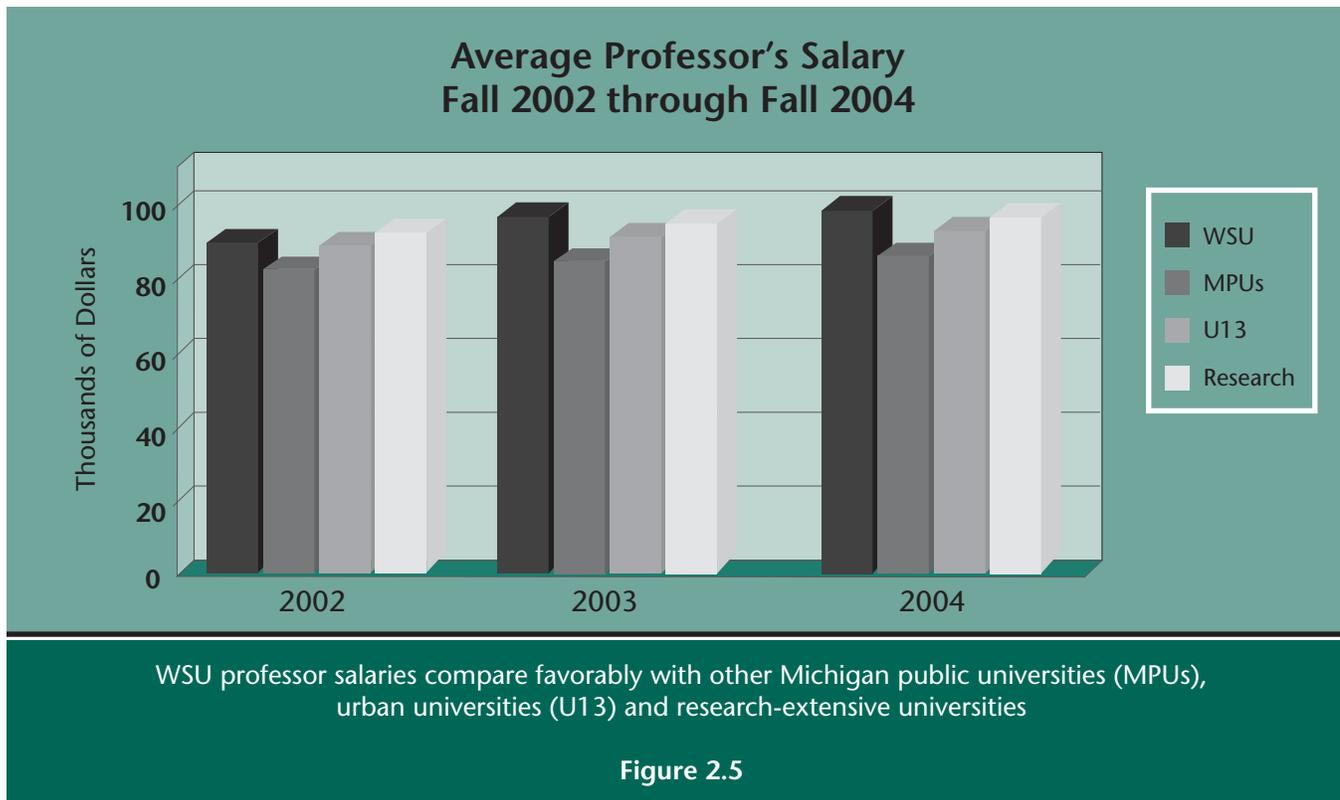
Competitive remuneration of faculty is indispensable for faculty recruitment and retention. The University participates in several national benchmarking studies, including the Oklahoma Salary Survey, the University of

Alabama Faculty Salary Survey, the College and University Personnel Association Faculty Salary Survey (CUPA), and the American Association of University Professors (AAUP) Faculty Salary Survey. These surveys provide essential information for recruiting and rewarding faculty and adjusting faculty resource allocations.

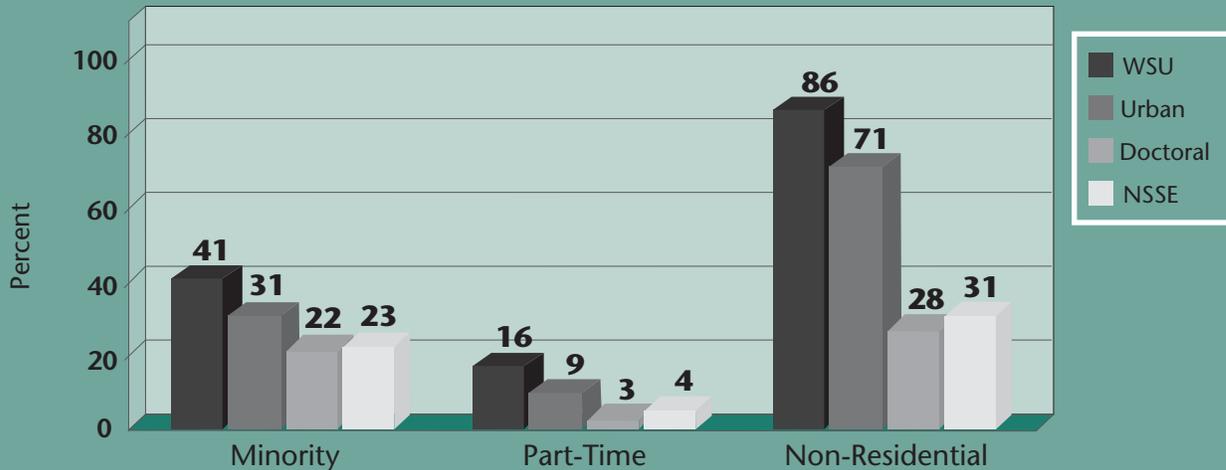
WSU professor salaries compare favorably with other Michigan public universities (MPUs), urban universities (U13), and research extensive universities. As shown in **Figure 2.5**.

## Retention and Graduation

A significant issue that faces WSU is the retention of our undergraduate students. The national data provide important information about our students in comparison to other institutions. For example, our students are more likely than any of the comparison groups to possess characteristics associated with lower retention. **Figure 2.6** illustrates the relatively high percentage of WSU freshmen with characteristics associated with lower retention (minority, part-time, or commuting) as compared to other institutions in the 2005 NSSE Survey.



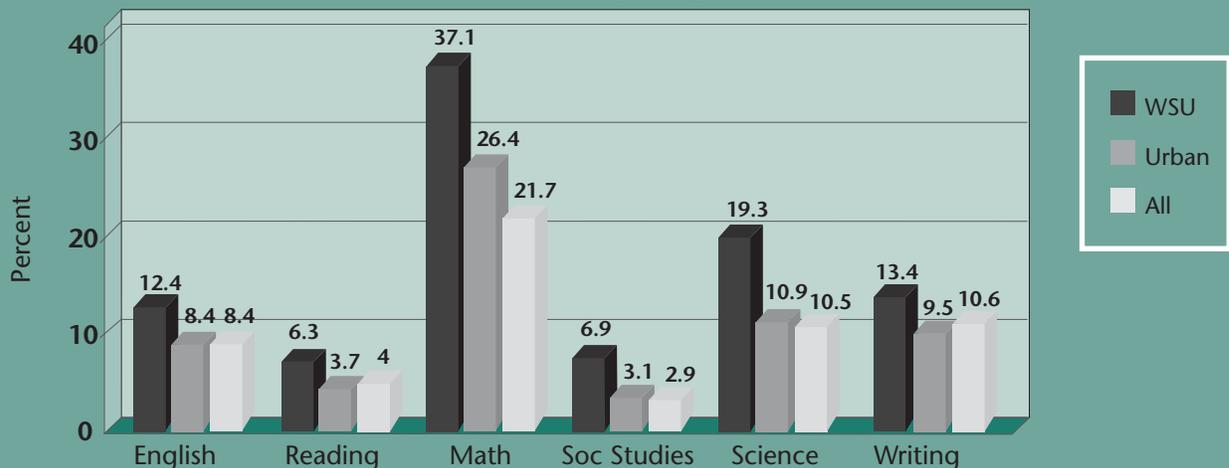
### NSSE Freshmen Characteristics Associated with Lower Retention by Institution Type National Survey of Student Engagement, 2005



National study of approximately 200,000 freshmen at 473 colleges and universities. "Doctoral" refers to doctoral research-intensive universities. "NSSE" refers to all participating institutions.

Figure 2.6

### Freshmen Profile: Need for Remedial Work by Subject Cooperative Institutional Research Program (CIRP), 2005 Students Reporting Need



National study of first-time, full-time freshmen entering public universities in fall 2005. There were 1,648 respondents to this item for Wayne State.

Figure 2.7

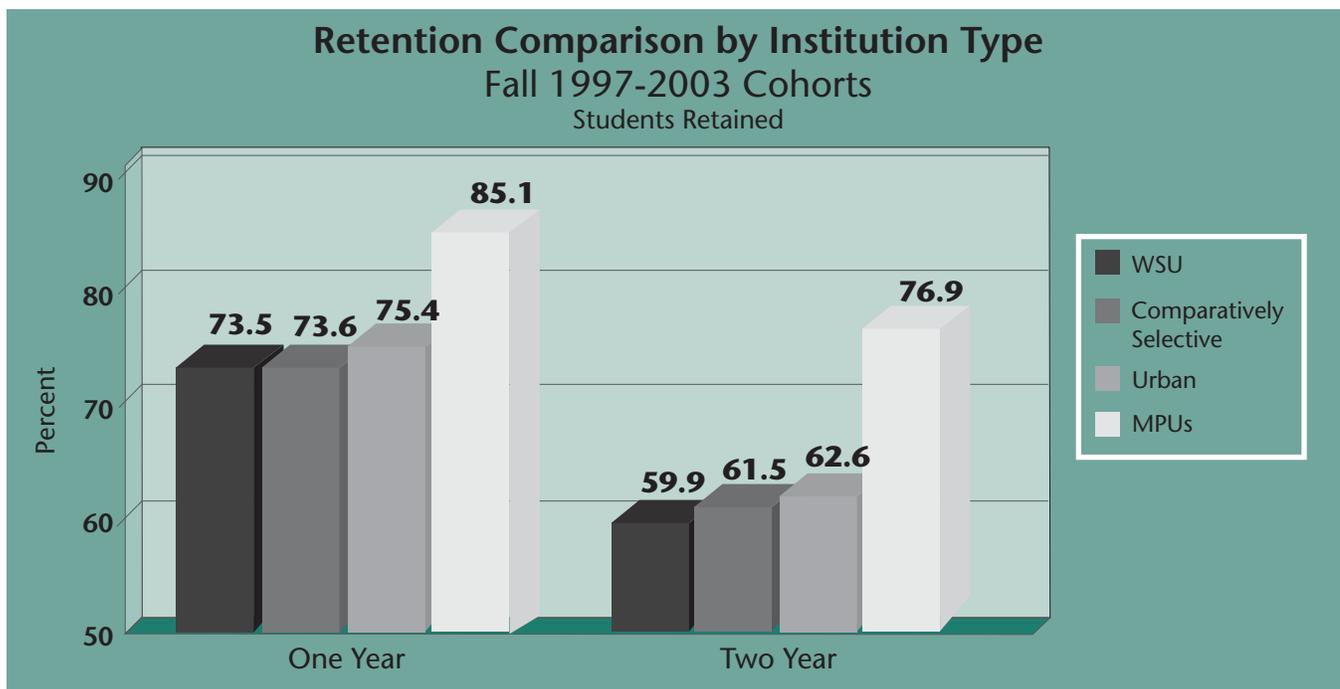
Additionally, WSU students are more likely than all other groups to require remedial work. See **Figure 2.7**.

Consequently, our retention rates are lower than those of other groups, although close to the rates for comparatively selective institutions. See **Figure 2.8**.

Further analysis of WSU students by select groups indicates that there is a great deal of variation in the retention rates among the various groups.

The Office of Institutional Research has developed a reporting system that allows us to examine the relative success of students from all of the various alternative admission programs and analyze retention data by various student characteristics. **Figure 2.9** shows the high one-year retention rate at WSU for freshmen who enter with higher levels of preparation.

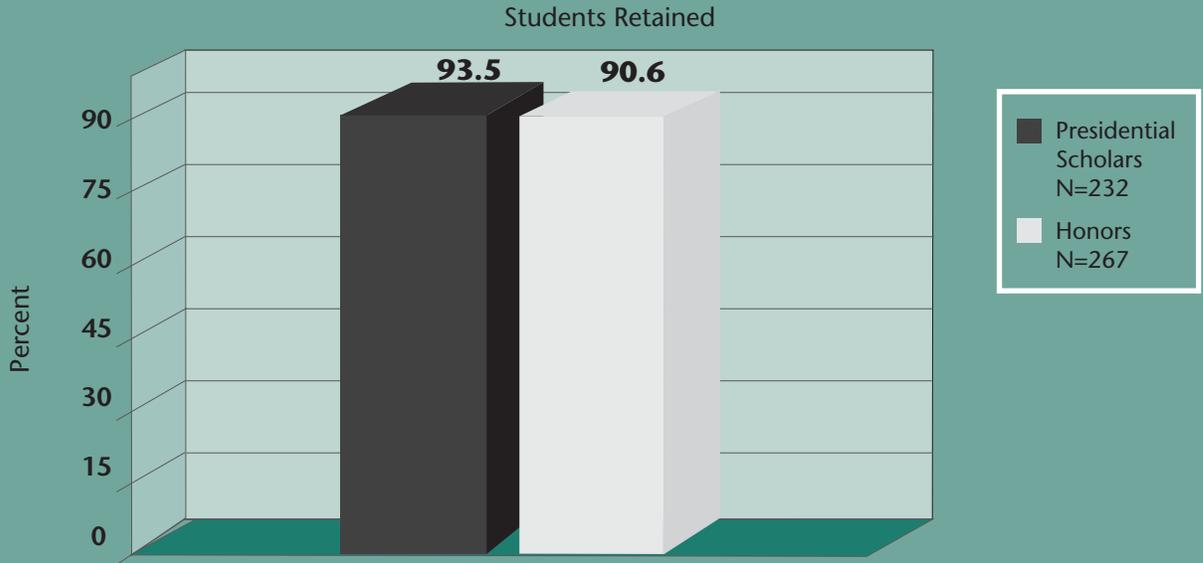
**Figure 2.10** shows relative retention rates for three alternative admission programs at Wayne State. Explanations of these programs can be found in Criterion 3c.



Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering college in fall of 1997-2003 cohorts.  
 Note: CSRDE data for MPUs are restricted to doctoral-intensive and extensive institutions only.

**Figure 2.8**

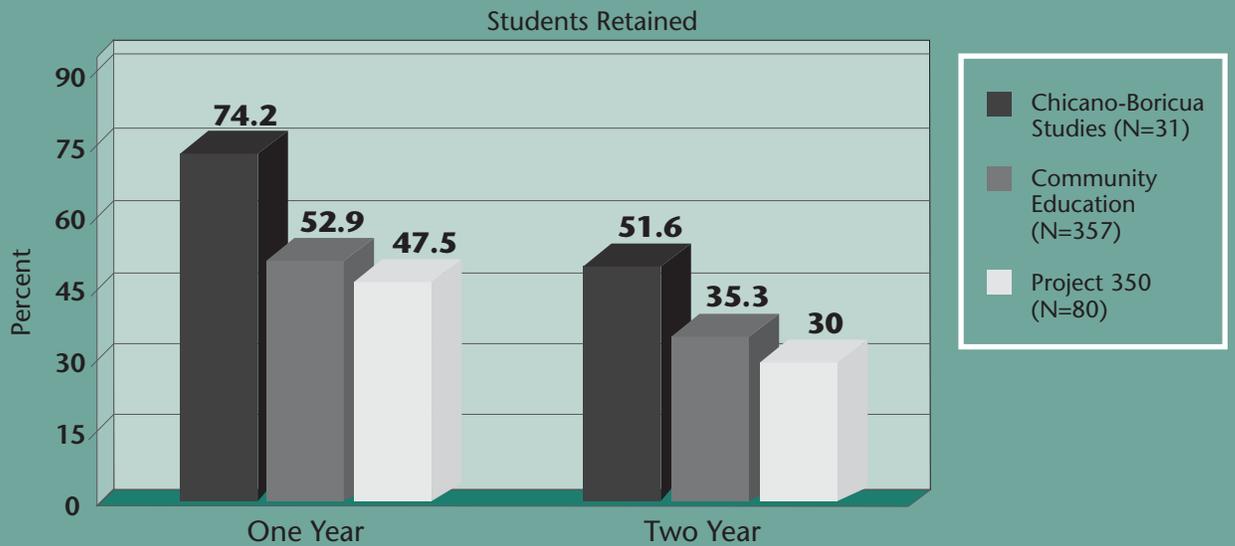
### One-Year Retention Rates: Select WSU Groups Fall 2004 Freshmen Cohort Retained to Fall 2005



Office of Institutional Research

Figure 2.9

### Retention Comparison: Alternative Admission Programs Fall 2003 Freshmen Cohort Retained to Fall 2004 and 2005



Fall 2003 freshmen cohort retained to fall 2004 and 2005, respectively.  
Office of Institutional Research

Figure 2.10

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## National Data on University Graduates

University graduation rates have become a nationally recognized measure of student success. Wayne State benchmarks its graduation rates and assesses its progress in comparison to other urban research universities. To facilitate this effort, the University has joined an urban peer group in cooperation with the Consortium for Student Retention Data Exchange (CSRDE). This benchmarking delineates important similarities and differences between Wayne State and its peers. It provides a useful base for identifying performance gaps and investigating best practices at peer institutions.

Another new data service for benchmarking graduation rates is provided by The Educational Trust. While the University is still in the early stages of exploring this service, it looks promising as an additional tool that may be used to benchmark and assist us in our efforts to increase student graduation rates.

The following graph compares Wayne State four- and six-year graduation rates with other comparably selective, urban, and Michigan public universities (MPUs). The **Figure 2.11** shows that WSU students take longer to graduate and graduate at lower rates than any of the comparison groups.

When WSU students of various ethnic groups are compared to national and state universities, significant concerns arise for African American and Hispanic students in particular. See **Figure 2.12**.

## Retention Plan

The university has developed a strategic vision and plan for improving retention rates for all students. Increased *student learning* leads to student success, and retention and graduation can be viewed as by-products. Isolated retention programs may lead to incremental gains in retention but are sustainable only if they increase student learning. Coordinated initiatives and strategies targeted at enhancing student learning lead to continuous improvement in retention. Successful efforts to strengthen the environment for student learning will also enhance our position in terms of recruiting and will result in higher student satisfaction. Graduates will also have stronger lifetime ties to the institution.

## Using Data to Address Retention and Graduation

### *Strategic Vision for Retention*

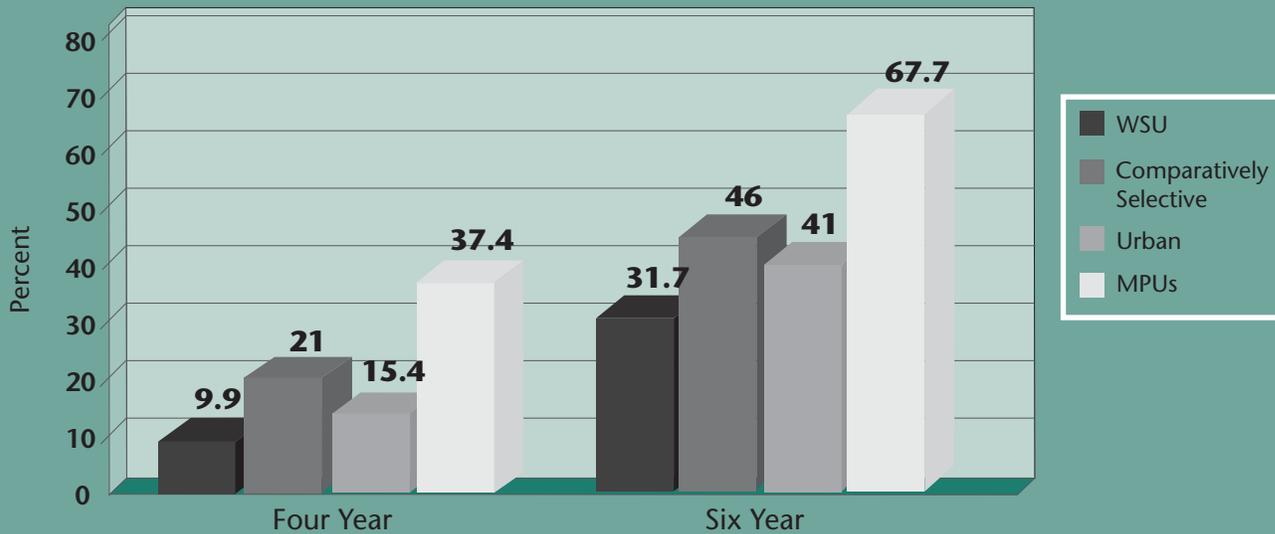
- What we teach. We must strive for up-to-date curriculum, carefully sequenced, that prepare students for life. The curriculum must be based on clearly articulated *learning outcomes* that take students from their pre-college preparation to a level appropriate for graduates of a major research university. *Assessment* must be used at many levels to determine how well the learning outcomes are being achieved and to continuously inform a process to improve instruction and programming to reach the intended outcomes.
- How we teach. This requires faculty who use best practices in teaching. They are innovative, constantly learning, and focused on continuously improving student learning. Many engage in scholarship of teaching and learning within their disciplines and become known for the teaching of their fields. In such an environment, Wayne State University will become nationally respected for its pre-eminence as an educational institution.
- How we enrich the learning environment. Students are engaged both inside and outside the classroom. Co-curricular activities, living-learning environments, academic services, etc., all support student learning. All faculty and staff see student life outside the classroom as contributing to desired student learning outcomes.
- How we support student learning. In addition to academic programs, students access services and programs that are geared to enhancing student success.

As we work toward this vision, we will increasingly see:

- higher achievement of student learning outcomes;
- higher retention and graduation rates;
- stronger demand for our on- and off-campus educational programs; and
- greater equity in achievement among all sub-groups of students.

## Graduation Rate Comparison: All Students in the Fall Terms of 1997 and 1998

Students Graduated

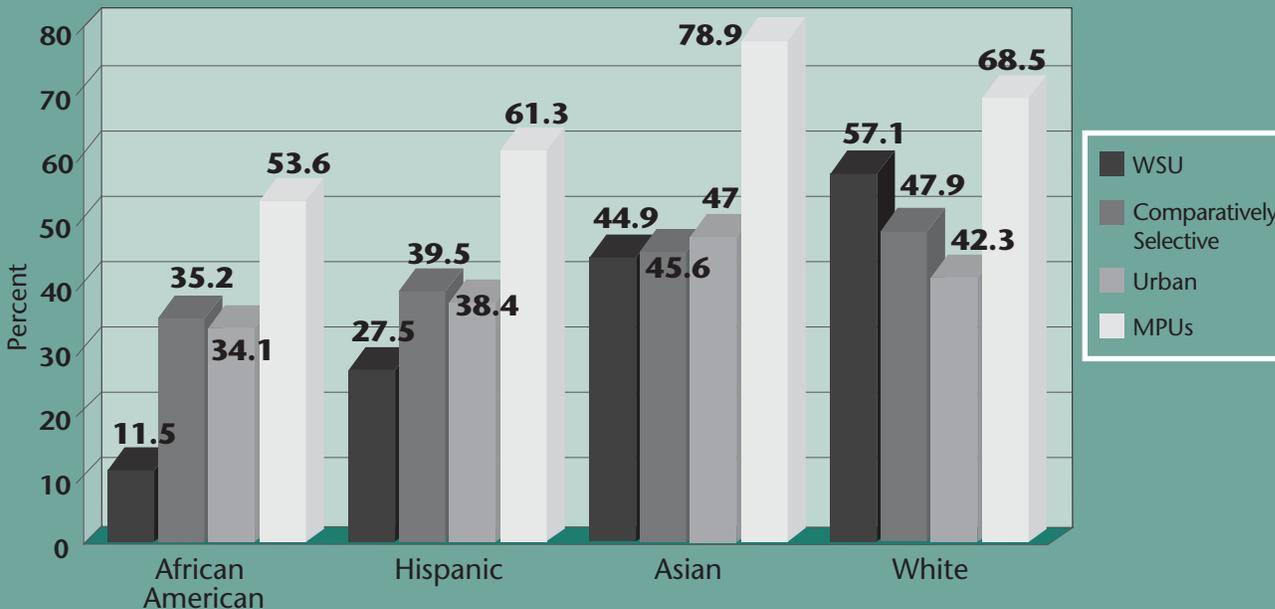


Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering college in terms 1997 through 2000 for four-year graduation rate, terms of 1997 and 1998 for the six-year graduation rate.

Figure 2.11

## Graduation Rate Comparison by Ethnicity in Fall Terms of 1997 and 1998

Students Graduated in Six Years



Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering public universities in fall terms of 1997 and 1998.

Figure 2.12

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## Goals

- Implement coordinated short-term strategies that lead to sustainable change.
- Develop and implement longer-term strategies that enhance performance over time.

In September 2006 President Reid appointed a new University-wide Faculty Retention Committee headed by two faculty members, Lisa Rapport and Joe Dunbar. Both Dr. Rapport and Dr. Dunbar are experts in student learning and outstanding teachers. Additionally, the Provost has directed each school and college to establish a Retention Committee, responsible for addressing retention issues specific to students in each major.

Many initiatives have been implemented in the last five years that have achieved positive results for students. As mathematics appears to be a subject where WSU students are least prepared for college-level work (**Figure 2.8**), significant time and resources have been devoted to improving student performance in this subject as it affects advancement and graduation.

## Mathematics Computer Lab

In order to address the large numbers of students who need to enroll in the beginning-level developmental mathematics course and to improve the success rate of the students, the Mathematics Department redesigned MAT 0993 in fall 2004. WSU applied for and was accepted into the Pew Funded Initiative, the Roadmap to Redesign, in order to gain support and to learn from other universities that had redesigned beginning-level mathematics courses with the use of technology. A mathematics computer laboratory, funded by the Provost, was built in the lower level of the Science and Engineering Library to accommodate 100 computer workstations. All MAT 0993 sections were taught using a self-paced computer program. The Pew project had pioneered the redesign through the use of computer technology and had already proven that this instruction cost less and produced a higher rate of success by the students.

MAT 0993 has been taught for four semesters in the computer laboratory. **Figure 2.13** shows that the pass rate for the lab course as opposed to the previous lecture course has increased 7.3%. It is

worth noting that of those who complete the course by taking the final exam, approximately two-thirds passed as opposed to the previous lecture course rate of approximately one-half who passed.

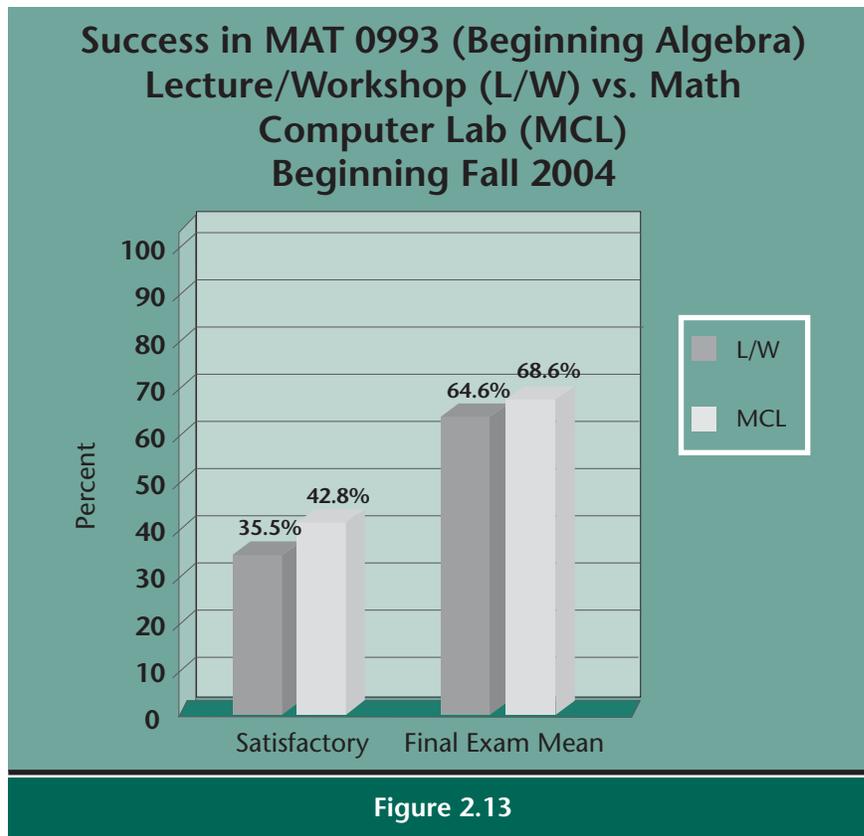
MAT 0995, Intermediate Algebra, was moved to the computer laboratory course method in fall 2005. Data indicates that more students are completing the course (as opposed to dropping early in the semester as they were previously), and the overall pass rate has improved by 4.5%.

Another benefit of the computer laboratory method is the improvement in the classroom environment. In the lecture/workshop model, there were numerous discipline problems. In the Mathematics Computer Lab, discipline problems are non-existent. Students come when they are ready to work and have learned that the faster they get the work done the sooner they can leave. Since fall 2004, the Mathematics Department has added a lecturer who offers extra practice sessions for the students. They have also changed the grading scheme from S/U to A, B, C/U (no credit) and require that students work in an organized way in a notebook. In addition, the instructors have created “task lists” and a one-page summary, “How to Learn Math in the Math Computer Lab.” The Mathematics Computer Laboratory provides multiple resources for students who are enrolled in the courses. An expansion of the lab is under construction in the lower level of the Science and Engineering Library and will bring the number of computer stations to 148. The new lab will open in January 2007.

## Cohort Tracking Tool

Wayne State has implemented a Cohort Tracking Tool designed to facilitate tracking of special admittance groups, particularly those targeted for retention intervention. The tool consists of a family of summary and detail reports linked to the student profile for individual students. The output of each report may be stratified according to categories determined by the selection of a subset of census variables such as age, gender, ethnicity, or major, from a total set of more than 60 variables.

The Cohort Tracking Tool allows various academic/administrative units to log in to check their cohort of interest. Examples of the admittance cohort groups include Chicano-



Boricua Studies, the Division of Community Education, Project 350, Presidential Scholars, Learning Communities, and Athletics. This is a significant development in Wayne State's efforts to effectively monitor the retention and academic growth of our students.

### Emerging Scholars (ESP) and Pre-Emerging Scholars Program (PREP)

The Emerging Scholars Program at Wayne State is an honors-level calculus and precalculus program with strong and continuing support for students. It is designed to increase the number of students, particularly students from under-represented minority groups and women, who succeed and excel in calculus, and who thereby have the opportunity to pursue careers in fields such as engineering, science, mathematics, or mathematics education. ([www.math.wayne.edu/ugrad/esp.html](http://www.math.wayne.edu/ugrad/esp.html))

Currently, ESP and PREP serve about 200 students per semester, with ESP classes available in Precalculus (MAT 1800), Calculus I (MAT 2010),

and Calculus II (MAT 2020). PREP classes are available in Intermediate Algebra (MAT 1050). Any student may register for a PREP section. Students meet with their instructors five days a week, one hour per day and attend an ESP-style problem-solving workshop twice a week, two hours per day. There are rigorous requirements regarding attendance and timeliness of homework assignments for both programs.

Every student in ESP is seen as an individual whose success in college is all-important. The program seeks to provide whatever support is needed. Academic advising and advocating for students, personal counseling, tutoring, providing financial assistance, scholarships and jobs are all elements of ESP's non-academic component. **Figures 2.14, 2.15, 2.16, and 2.17** compare the percentages of PREP and ESP students to the percentages of non-PREP and non-ESP students who pass the aforementioned math courses with an A, B, or C. The data for ESP covers eight fall semesters from 1997 to 2004. The PREP data covers six semesters, from winter 2001 to fall 2003.

### Percentages of PREP and Non-PREP Students Passing Intermediate Algebra (MAT 1050)

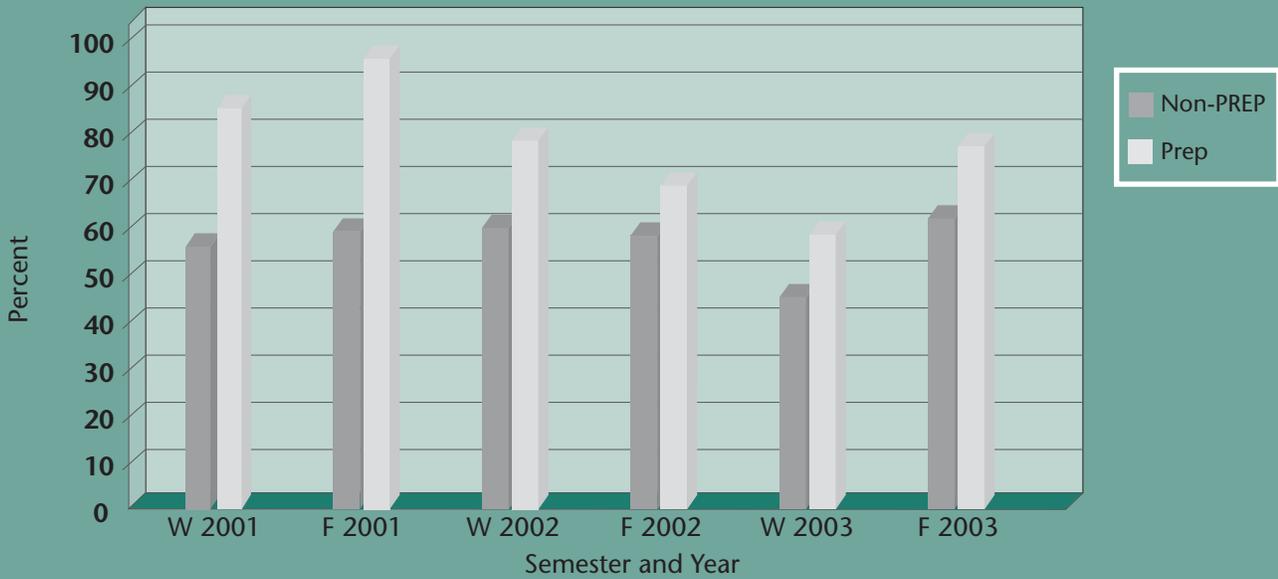


Figure 2.14

### Percentages of ESP and Non-ESP Students Passing Precalculus (MAT 1800)

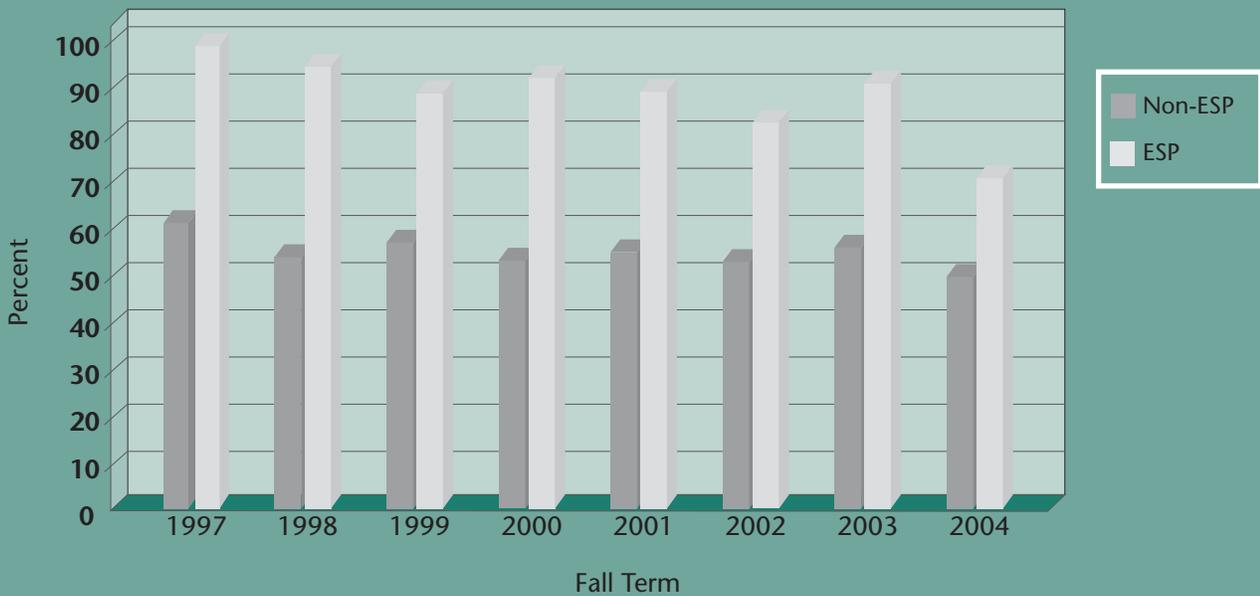


Figure 2.15

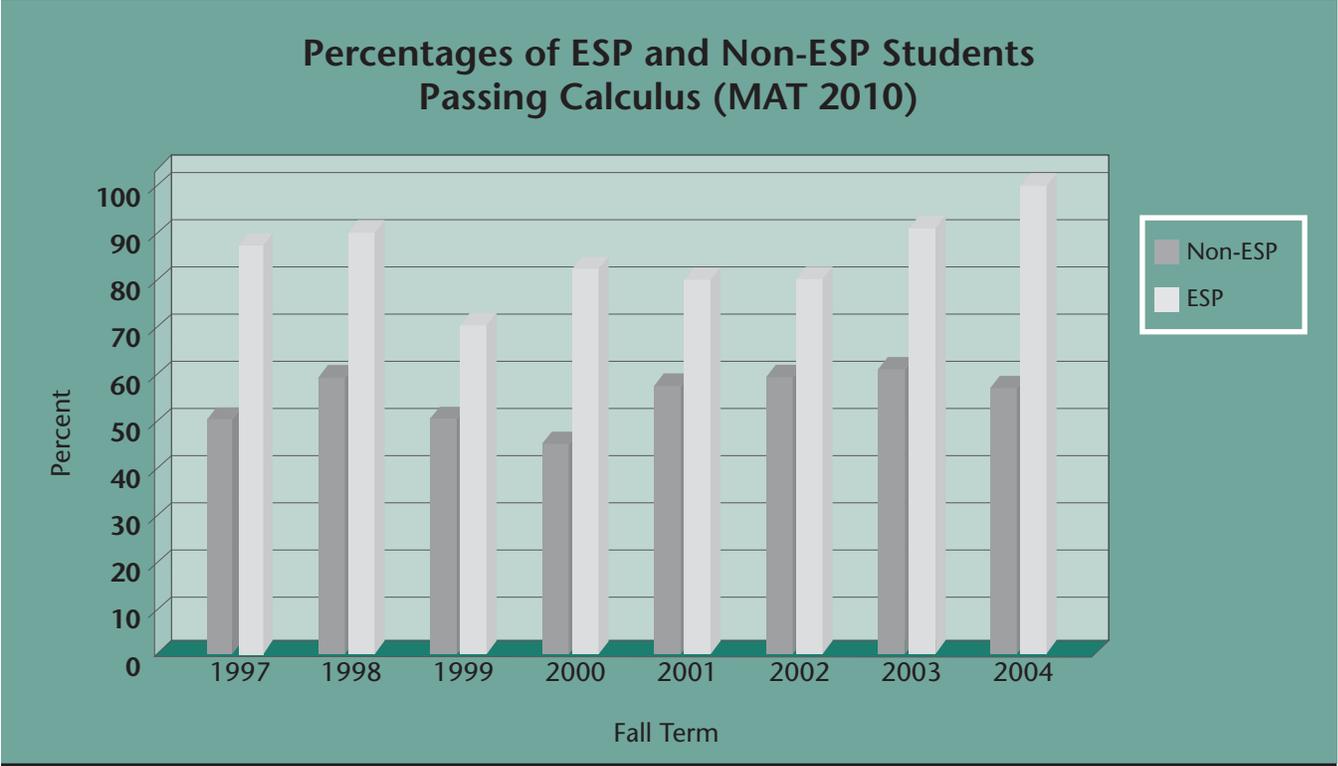


Figure 2.16

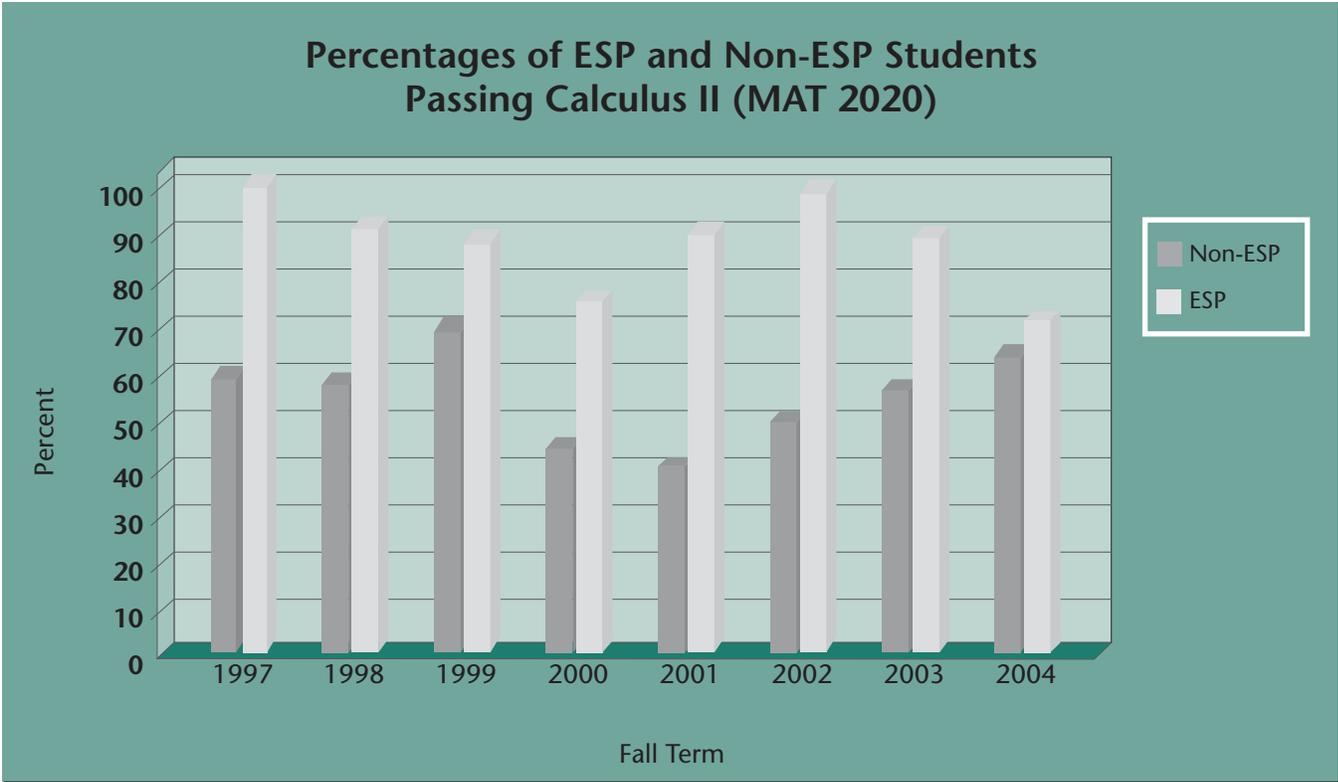


Figure 2.17

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## Campus-Wide Developments

Other current campus-wide initiatives include Learning Communities, the Academic Success Center, and the Student Tracking and Retention System. Efforts by schools and colleges include the Engineering Bridge Program, the Math Corps for Emerging Scholars, the School of Business Administration Advising and Career Center, co-op opportunities, internships, and undergraduate research. As assessment results for these programs become available, they will be linked to a centralized data repository to facilitate discussion.

Despite these successes, the retention rates for groups of students, including students of color, continue to lag significantly behind those of other institutions to which we compare ourselves. What is apparent is that we are not reaching enough students. To address this we are expanding our effort considerably during the 2006-07 academic year and beyond. Following are the key strategies.

### *Advising*

- Earlier and more intrusive intervention for first-time students experiencing academic difficulty
- Developing more simplified General Education requirements and an electronic degree audit to assist both students and advisors
- Improve coordination and consistency of advising across campus

### *Student Academic Development*

- Implement grading policy changes that encourage less repetition of courses, higher achievement the first time through, and earlier identification of problems
- Increased focus on early achievement of basic competencies in writing, mathematics, critical thinking, oral communication, and computer literacy

### *Learning Communities*

- Incorporate best practices into existing programs: Focus on learning objectives and incorporate peer mentoring

- Expand the scope of the program beyond Learning Communities
- Enhance academic support in targeted admissions programs using Learning Community models
- Enhance assessment and tracking of Learning Community students
- Enhance first-year experience programs and orientation, including a new student program at the start of the academic year

### *Other Efforts*

- Use the Learning Community model to address needs of commuting students
- More targeted OTL (Office for Teaching and Learning) programming for faculty and staff in the areas of active learning strategies, assessment of learning, and engagement of students
- Increase efforts to obtain external grant support for educationally related projects that will increase national visibility
- Increase rewards for excellence in teaching and for the scholarship of teaching and learning

This Strategic Plan for retention was developed during the 2005-06 academic year and is being implemented beginning in fall 2006. The complete plan can be found at [www.strategicplan.wayne.edu](http://www.strategicplan.wayne.edu).

## Making Use of Data Analysis

Two very real challenges that have recently been identified and analyzed involve retention and yield (the percentage of students who actually enroll after having been admitted to the University). Through the use of university-based and norm-referenced assessment tools, we are addressing these challenges and developing strategies that will improve our performance in these areas. The director of Undergraduate Admissions and Student Financial Aid in a presentation to the Board of Governors' Academic Affairs Committee in April 2006 outlined how the University has used assessment data to develop strategies to address these problems. Analysis of assessment data resulted in three new plans to

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help increase enrollment. Strategies developed from this analysis included:

- Increase contact with parents and prospective students: For the first time, parents of admitted freshmen were invited to the Welcome Center throughout fall and winter in small groups to meet with staff and representatives of Public Safety, Housing, and Financial Aid.
- Form a High School Counselor Advisory Group: The objective of this group, including counselors from Wayne County and Detroit schools, is to discuss concerns and identify ways that the area's high schools and the University can help one another. In addition, visits to campus have been arranged for Detroit students and daylong programs have been developed to acquaint them with the campus.
- Expand to new market: Efforts will be made to step up recruiting in the cities of Battle Creek, Benton Harbor, Bay City, Flint, and Saginaw. This parallels increased efforts in Kalamazoo, where graduating seniors are the recipients of the Kalamazoo Promise. (Note: The Kalamazoo Promise is a commitment from private sources made to graduating seniors in Kalamazoo Public Schools for funding at institutions of higher education.)

Other new strategies to increase enrollment include an online chat operation staffed by current WSU students and supervised by admission managers and expanded open houses to bring in at least 200 students with their parents and guests.

All of these activities grew out of reviewing surveys and analyses that yielded such information as "high school students are often intimidated by the size of the institution," and other elements that served as stumbling blocks to potential students. The University now monitors retention by demographic variables, and this has been useful in identifying subgroups in which retention is below University expectations.

## Graduate Students

### *Survey of Earned Doctorates*

Supported by the National Science Foundation and five other federal agencies, NORC (National

Organization for Research and Computing) is responsible for the Survey of Earned Doctorates (SED). The SED gathers information annually from 42,000 new U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans. Wayne State University participates in this survey and is provided institutional data that is compared to those from other research universities.

Data from 2004, the most recent available, reveal that Wayne State University doctoral recipients are more diverse than their doctoral research university peers. In 2004, 18.9% of our graduates were African American in comparison to 6.0% at other doctoral research universities. This percentage was higher than the percentage of African American graduates (13%) in 2002, also higher than our peers (8.0%) at that time. Wayne State University has appeared among the top 10 institutions in the country graduating African American doctoral students since the 1990s. The percentage of Asian students graduating in 2004 (8.4%) was also higher than those of our peers (7.8%) and had increased at WSU since 2002 (6.0%) (increases for both African American and Asian students occurred in absolute numbers as well as percentages). The percentage of Hispanic students, however, dropped between 2002 (3%) and 2004 (1.4%) and was lower than those of our peers in both years. Overall numbers of graduates in comparison to some selected institutions appear in **Table 2.1**.

In **Tables 2.2, 2.3, and 2.4** placement data from the survey reveal patterns highly similar to those of our peers, but when differences occur, WSU graduates are more likely to be placed in industry or administrative positions reflecting our problem-focused training and interests of our students.

Finally, the survey indicates that over 20% more of our students than those at other doctoral extensive research universities leave with no debt at all, and 3% to 9% more, depending on year, graduate with less than \$15,000 in loans. Part of the reason that students leave with less debt may be because the University's tuition is competitive due to the emphasis on educational access, and because even doctoral students may be employed outside the University during their course of study, again reflecting the University's mission to serve working adult students. Additional data from the Survey of Earned Doctorates on post-

## Research Doctorate Degrees Awarded 1997 through 2003

Institution	2002-03	2001-02	2000-01	1999-00	1998-99	1997-98	1996-97
University of Michigan	615	607	565	653	655	687	642
Michigan State Univ.	385	431	403	429	388	436	417
Univ. of Pittsburgh	348	335	359	317	360	373	424
Univ. of Cincinnati	232	213	249	240	227	267	297
Univ. of Illinois Chicago	225	176	198	201	220	220	236
<b>Wayne State University</b>	<b>193</b>	<b>225</b>	<b>236</b>	<b>232</b>	<b>226</b>	<b>220</b>	<b>232</b>
Temple University	167	236	238	270	251	292	307
Univ. of Alabama B'ham	155	130	120	125	113	141	138
Top 50: #1	767	799	751	751	752	834	787
Top 50: #50	250	238	258	266	257	278	275
Total Awarded	40,710	39,995	40,744	41,368	41,140	42,683	42,705

Source: Doctorate Recipients from United States Universities  
Summary Reports for 1997-2003

Table 2.1

## Responses to Survey of Earned Doctorates Concerning Post-Graduation Plans

Percent

Placement Type	2002		2004	
	WSU	All Doctoral/Research-Extensive Universities	WSU	All Doctoral/Research-Extensive Universities
Post-doctoral Fellowship	15	16	17.6	19.0
Post-doctoral Research Associateship	14	11	15.2	14.1
Post-doctoral Research Traineeship	3	1	1.6	0.7
Other Study	3	2	4.0	2.7
Employment ( <i>other than post-doctoral position</i> )	65	68	61.6	62.8

Comparison of WSU to all doctoral/research-extensive peer universities.

Table 2.2

## Responses to Survey of Earned Doctorates Concerning Post-Graduation Employment Other Than Post-Doctoral Employment

Percent

Placement Type	2002		2004	
	WSU	All Doctoral/Research-Extensive Universities	WSU	All Doctoral/Research-Extensive Universities
Academic	44	53	59.2	60.8
Government	3	7	4.2	8.5
Industry	32	26	20.0	13.3
Other	21	13	16.7	10.2

Comparison of WSU to all doctoral/research-extensive peer universities.

**Table 2.3**

## Responses to Survey of Earned Doctorates Concerning Primary Work Activity

Percent

Work Activity Type	2002		2004	
	WSU	All Doctoral/Research-Extensive Universities	WSU	All Doctoral/Research-Extensive Universities
Research and Development	34	35	46.6	51.9
Teaching	33	40	23.7	29.4
Administration	25	9	11.0	8.8
Professional Services	14	12	16.9	7.8
Other	1	4	1.7	2.1

Comparison of WSU to all doctoral/research-extensive peer universities.

**Table 2.4**

graduation plans reveal that 10% to 14% more Wayne State University students than at our peer doctoral research institutions continue their pre-doctoral employment after graduation, suggesting that they are employed while studying. We do not have data on how many students are actually employed outside the University while enrolled in their graduate program; however, when students apply for admission to graduate school they are asked to indicate whether they expect to be employed. In fall 2005, 72.1% of master's students and 51.0% of doctoral students indicated that they planned on working outside the University while completing their programs.

In addition to the Survey of Earned Doctorates, the Graduate School also collects data in an exit survey of all doctoral students. Among other items, graduates are asked to evaluate program quality and mentoring, report their productivity while in their programs, identify their funding sources, and describe post-graduation plans. They are also offered the opportunity to provide open-ended comments. When data from at least five graduates have been collected, aggregate scores are reported to schools and colleges. Students typically report that they are quite satisfied or satisfied with their programs and the mentoring they receive. On a five-point scale with 1 a high score, most programs are rated between 1.2 and 1.7 on quality. Scores above 2.3 are discussed with college graduate directors to identify potential problems and create effective solutions.

## Graduate Retention and Graduation

With the exception of Ph.D. programs and perhaps some individual departmental efforts, systematic reviews of retention and graduation rates for graduate programs had not been conducted at WSU until 2004. Moreover, no national data for retention and graduation exist for master's students and the only data for doctoral students comes from isolated studies, so comparisons to other institutions are difficult or impossible. Nevertheless, WSU data were compiled for the fall 2002 entering cohorts for all graduate degree programs. Non-degree and non-matriculated students were not included in this analysis. Degrees granted and continuing enrollment status were evaluated for each program, and aggregated by school/college. Of the entire University fall 2002 cohort, 29.3% graduated, 29.2% dropped/stopped out of

graduate school and 41.4% were still enrolled at the end of the two-year period see **Table 2.5**. The same analysis for the fall 2003 cohort yielded similar results.

The findings for this one cohort indicate that more effort is needed to retain students. Retention of even a portion of these students would have a significant impact on overall program completion and degree productivity. Effective strategies to maintain student enrollment necessarily involve action on the part of the student's program. The program must have the proper tools to identify which students have dropped out and information on the status of those students with regard to holds and academic performance. Such tools now exist. The Graduate School has developed electronic reports to assist in identifying these students, and has offered workshops for graduate students to learn how to use them. Similarly, Pipeline (the WSU electronic portal) now offers tools for batch e-mail communication with specified groups of students. Finally, STARS and Banner can be used to provide summary information on holds, probationary status, credits completed, and GPA. Other actions relevant to retention of doctoral students are described in the section on the Ph.D. Commission (Criterion 4c).

## Data Collection on Population and Employment Trends

The economic volatility and population mobility of southeastern Michigan require that Wayne State attend closely to developing population and employment trends in planning its programs. There are several excellent information services that provide useful information for the monitoring of these trends. A wealth of data on southeast Michigan is available through two agencies in particular: the Southeast Michigan Council of Governments and the United Way of Michigan. Both of these agencies make use of U.S. Census Bureau data to provide detailed reports on local population and employment trends. These are supplemented by the economic analysis of the State of Michigan, the Research Seminar in Quantitative Economics, and Wayne State's Center for Urban Studies. Additional information on employment trends specifically for southeast Michigan is available through the Michigan Department of Labor and Economic Growth

from the Bureau of Labor Market Information & Strategic Initiatives. These are supplemented by a number of professional and trade publications that provide more specialized data. All of these sources inform the overall discussion of enrollment and curricular planning at Wayne State.

## Assessment through National School/College Program Review

Wayne State University is categorized as RU/VH: Research University (very high research activity) within the Basic Classification under the new scheme of the Carnegie Foundation. Many of the 11 schools and colleges of the University are accredited through their respective accrediting agencies. For example, the School of Medicine is accredited through the American Association of Medical Colleges (AAMC), the College of Nursing is accredited by the American

Association of Colleges of Nursing (AACN), and the College of Engineering's undergraduate engineering programs are accredited through the Accreditation Board for Engineering and Technology (ABET). In addition, specific programs and curriculums are accredited individually by specialized or professional accrediting agencies; for example, the Speech-Language Pathology (M.A.) and Audiology (Au.D.) programs are accredited by the American Speech-Language-Hearing Association's (ASHA) Council of Academic Accreditation, and the clinical psychology program (M.A., Ph.D.) is accredited by the American Psychological Association. Many of these accreditation reviews depend on the assessment of program outcomes and student learning, which then feeds into the overall University assessment process.

### Degrees Granted and Continuing Enrollment Status for Fall 2000 Cohort of All WSU Graduate Degree Programs

College/School	Fall 2002 Grad Cohort	Number Graduated by Fall 2002	Percent Graduated by Fall 2004	Percent Re-enrolled Fall 2004	Percent Stop-Drop Fall 2004	Count Stop-Drop
BA	227	54	23.8	49.8	26.4	60
ED	324	61	18.8	43.2	38.0	123
EN	223	100	44.8	36.3	18.8	42
FA	66	10	15.2	53.0	31.8	21
GS	102	41	40.2	36.3	23.5	24
LA	109	25	22.9	41.3	35.8	39
LW	24	6	25.0	25.0	50.0	12
MD	96	14	14.6	42.7	42.7	41
NU	13	3	23.1	53.8	23.1	3
PA	24	12	50.0	25.0	25.0	6
SC	197	60	30.5	46.2	23.4	46
SW	99	60	60.6	21.2	18.2	18
UL	38	6	15.8	42.1	42.1	16
Total	1542	452	29.3	41.4	29.2	451

BA = School of Business Administration  
 ED = College of Education  
 EN = College of Engineering  
 FA = College of Fine, Performing and Communication Arts

GS = Graduate School  
 LA = College of Liberal Arts  
 LW = Law School  
 MD = School of Medicine

NU = College of Nursing  
 PA = College of Pharmacy & Allied Health Professions  
 SC = College of Science  
 SW = School of Social Work  
 UL = College of Urban, Labor and Metropolitan Affairs

Table 2.5

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## Internal Department and Program Review

Departments and programs that are not nationally accredited are reviewed every seven years as mandated by the Board of Governors ([www.bog.wayne.edu/code/2\\_43\\_02.php](http://www.bog.wayne.edu/code/2_43_02.php)). The Academic Program Review process (APR), revised in 2004, is a continuous review of all academic and supporting units. There are five phases to the APR process: Pre-Review, Self-Study, Site Visit, Post-Review and Update.

The Pre-Review Phase begins with an orientation session held approximately 18 months prior to the Site Visit. The Self-Study phase generally takes 8-10 months and is divided into seven sections. In preparation for the Self-Study, the names of the department writing team along with a plan for all data collection are submitted to the appropriate dean for approval. After the dean's approval is obtained, a Site Visit itinerary is completed. The APR office confirms and monitors all arrangements. The Site Visit is the third phase. Internal evaluators form the Review Advisory Panel (RAP) which conducts a one-day site visit. External evaluators make a one-and-a-half day site visit. The evaluators meet with the Provost, Associate Provost, Associate Vice President for Undergraduate Programs and General Education, Dean, Associate Dean, Program Chair, community leaders, students at all levels, and junior and senior faculty. Afterwards, the evaluators confer and then write final evaluation reports.

Post-Review is the fourth phase. Once the evaluation teams submit their reports, the chair, the faculty, and the dean develop the Dean's Strategy Report (DSR) due one month after the RAP report is submitted. The DSR addresses the issues and concerns raised by the evaluation teams and offers a plan for remediation. An Action Plan is discussed, drafted and signed by the Department Chair, Dean, and the Provost.

Update is the final phase in the ongoing review process. The chair is accountable for implementing the Action Plan. The plan is reviewed annually with the department and the action items are updated. The update is submitted to the Provost upon request. The Academic Program Review helps departments develop strategic curriculums, make hiring decisions, address weaknesses, manage current resources,

focus on new areas of interest, and eliminate areas that are no longer aligned with the priorities of the University.

This process of data collection, review, analysis, and planning forms an invaluable loop that places program development and resource allocation on a sound footing for achieving the mission and goals of the University.

## Faculty Evaluation

Faculty are evaluated for promotion, tenure, and yearly selective salary adjustments. Contributions in teaching, scholarship, and service are factors for evaluation. Evidence of teaching effectiveness includes information from the Student Evaluation of Teaching process (SET), the individual's teaching portfolio, and classroom visitations by the chair or other designated personnel. Additional elements considered are recognized teaching awards, syllabi, examinations, special instructional materials, new course development or redevelopment of existing courses, student advising beyond expected office contact hours, and other evidences of teaching excellence. In judging scholarship, publication is primary. Books, chapters, and journals that are peer reviewed are evidence of scholarship. In performing and creative arts, exhibitions, recitals, performances, and similar creative events are evidence of scholarship. Prizes, prestigious fellowships, and special recognition for scholarly work, awarded by reputable bodies, are also considered.

The service criterion varies widely. At Wayne State, service to the profession or discipline, service to the University, and service to the community constitute evidence for this criterion. Editorships of journals or books, membership on editorial boards and professional review panels, service on demanding committees such as curriculum, and promotion and tenure, and service on community boards in one's academic discipline are acceptable examples of service.

In the mid 1990s, WSU undertook two major studies to reform and improve evaluation of teaching. One study examined the Student Evaluation of Teaching process and the other the overall evaluation of teaching.

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Outcomes of these initiatives were that WSU:

- Began a process to reform the Student Evaluation of Teaching (SET) by setting up a committee to implement changes suggested in the Academic Senate's Student Evaluation of Teaching Committee Report (ASSET) and other sources ([www.otl.wayne.edu/pdf/asset.pdf](http://www.otl.wayne.edu/pdf/asset.pdf)); and
- Mandated the use of teaching portfolio policies in the evaluation of teaching for WSU faculty. Each college was charged with developing a teaching portfolio policy to reflect appropriate means of evaluating teaching. These policies were required to be consistent with the five critical dimensions listed in the *Final Report of the Task Force on the Evaluation of Teaching* and with the AAUP-AFT contract: instructional delivery, instructional design, evaluation of teaching, content expertise, and course management. ([www.otl.wayne.edu/evaluation.html](http://www.otl.wayne.edu/evaluation.html))

The Office of the Provost subsequently established guidelines for annual peer-evaluation of teaching based on the findings of these initiatives.

The WSU/AAUP-AFT Agreement requires consultation with elected faculty salary committees constituted to make selective salary recommendations to the deans. Each dean consults a salary advisory committee prior to making recommendations on selective salary adjustments to the Provost. An updated professional record and an updated teaching portfolio must be on file for each person considered for selective salary adjustments (beginning in May 2007 teaching portfolios will be used for promotion and tenure only).

The standards for evaluation are those set forth for promotion and tenure in the collective bargaining agreement between the University and the AAUP-AFT. They are specifically noted in the Agreement, Article XXII and Article XII.B.4.

## Student Evaluation of Teaching (SET)

Over the past several years, SET data has been continuously analyzed and studied, resulting in substantive changes to the instrument, with respect to both the number and wording of items. ([www.otl.wayne.edu/pdf/SET\\_HIS.pdf](http://www.otl.wayne.edu/pdf/SET_HIS.pdf))

Responsibility for SET rests with the Provost and Senior Vice President for Academic Affairs, with advice from a Contractual Committee comprised of an equal number of administrators and bargaining representatives and chaired by the Associate Provost for Academic Personnel. The stated purposes of SET are to improve the quality of instruction at Wayne State and to assist in decisions on faculty salary, promotion and tenure.

In the early years of SET, paper questionnaires were prepared and distributed by unit coordinators. In recent years the University Testing Office, which has responsibility for the logistics of SET materials as well as the tabulation and reporting of SET results, has developed an electronic distribution system for SET Individual Instructor Reports as well as peer comparison SET Scatter Plots that are delivered directly to the confidential access code of each instructor. A presentation and explanation of the SET instrument and information can be viewed at [www.otl.wayne.edu/pdf/SEThandbook2000.pdf](http://www.otl.wayne.edu/pdf/SEThandbook2000.pdf).

Three essential questions of the total of 24 are particularly important for faculty promotion, tenure and merit review:

- How would you rate this course?
- How much have you learned in this course?
- How would you rate the instructor's teaching in this course?

Faculty may add individual questions to the evaluation form. An open-ended section provides opportunities for summary evaluation and instructor feedback by students. These data are to be used by faculty for diagnostic and improvement purposes.

## Administrative Unit Assessment

Assessment is important in all units at WSU. For example Human Resources, Purchasing and Housing and Residential Life have conducted benchmarking and evaluative studies that have helped them improve their operations.

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## ***Human Resources***

### ***Online Hiring System***

The Online Hiring System (OHS) was implemented in 2003 to increase hiring efficiency and meet governmental reporting needs for new hire activity. Benchmarking of existing processes was done to identify the appropriate technology to meet university needs. In 2005, every aspect of the OHS was evaluated to assess functionality and to determine the improvements needed to enhance the application and recruitment experience for hiring managers and applicants. Evaluation data indicated a need for major changes. In 2006 major changes will be made in the areas of:

- Automatic e-mail responses to applicants;
- Improved applicant notifications and instructions; and
- Quick links to streamline the application process.

### ***Life Insurance & Long-Term Disability (LTD) Program Enhancements***

In 2004 benchmarking of benefits programs from peer institutions and local employers identified competitive gaps in our benefits program. Specific areas identified included group life and long-term disability programs. As a result of the benchmarking, a request for proposal (RFP) was initiated to identify the optimal provider for these programs. The RFP identified a vendor who provided the requested coverage at significant savings. Upon implementation, both the group life and LTD coverage were enhanced to competitive levels. The changes included:

- Increasing the basic University paid life component from a flat \$25,000 to an amount equal to the employee's salary;
- Reduction in supplemental life rates of up to 50%;
- Increasing the maximum monthly LTD benefit from \$5,000 to \$7,000 per month; and
- Reducing the wait period for LTD coverage from three or five years to one year.

## ***Purchasing***

The Office of Purchasing has established three productivity measures to guide University purchasing: 1) monitor the time from requisition to purchase order; 2) monitor expenditures made to minority and female-owned companies; and 3) spend money in Michigan whenever possible.

In 2000, Wayne State sent out a request for proposals to several banking institutions to set up a viable corporate credit card program that would meet the needs of the research and education environment. Also, using the National Association of Educational Buyers (NAEB) listserv, more than 1,200 colleges and universities were asked to complete a survey that solicited information such as transaction limits, monthly spending limits, approval queues and hierarchy as well as prohibited expenditures, program policies and procedures. The University's procurement card plan was then developed using information received from the survey as well as from consultation with the financial institution selected to handle the program. The "Pro Card" program began with a pilot group of 50 cardholders in May 2000. All transactions were monitored, as was the electronic flow of data to the Visa card provider and the University's financial system. The program was rolled out to the University community in the fall of 2000.

Statistics for fiscal year 2005 identified 1,200+ cardholders, 45,000 transactions, and more than \$11 million in spending using this fast, efficient method of purchasing small dollar amounts of goods and services. A single electronic statement for all monthly transactions brings efficiencies to the payment process as well. The University continues to use the NAEB listserv to improve the Pro Card program as well as to benchmark other procurement issues.

### ***Housing and Residential Life***

In 2003, following the success of our first two undergraduate residence halls, the Board of Governors approved the plan for a new 900+ bed residence hall. The Business Operations Division and the Office of Housing and Residential Life surveyed seven schools (three in Michigan and four outside of Michigan) to identify components that students needed, required and preferred in on-campus housing. Officials of Housing,

along with several members of the executive management team, made site visits to some of the schools to observe firsthand and establish benchmarks for the various components the proposed new residence hall should offer prospective students. The Towers Residential Suites opened in August 2005 and welcomed 900 tenants to the state-of-the-art, suite-style living concept. The combination of residential, retail, recreation, fitness, laundry facilities, and full-scale food service offers all the amenities that the benchmark effort indicated would be the magnet to attract students. Benchmarking is ongoing in our efforts to constantly improve services to our residential community.

WSU initiated a benchmark study to determine what types of retail and entertainment venues universities (similar in student body size, urban setting, and geographic location) employ to satisfy customer needs and generate revenue. From an original list of 17 institutions, six were selected for further review in the broad scope benchmark activity.

Bowling Green State University, Ohio State University, Saint Louis University, University of Cincinnati, University of Pennsylvania, and University of Pittsburgh were targeted for further exploration based on the success of these institutions in attracting revenue-generating commercial operations to their student centers and surrounding campus areas. A further narrowing of the field resulted in a final pool of three institutions for in-depth study and site visits: University of Cincinnati, Saint Louis University, and University of Pennsylvania.

Results of this benchmarking exercise include but are not limited to an upgrade in the food offerings to students/faculty/staff, creation of new amusement and entertainment venues, and a greater understanding of the economics of student/retail redevelopment.

### *Office of Payroll*

The Office of Payroll embarked on a project to institute web-based time entry to achieve greater efficiency in the processing of employee time sheets. Human Resources staff set a goal that they would replace the paper timesheets with electronic versions throughout the University while still paying employees correctly, on time, and without disrupting the campus community.

They used a planning and implementation process that included the following steps:

#### *Planning*

- Investigate and understand how paper timesheets were handled, identifying the problems that occur and opportunities for efficiencies.
- Determine and understand how the electronic timesheet and related processes function.
- Identify the University population that would benefit from Web Time Entry (WTE).
- Determine how to implement WTE within the University, all at once or using a phased approach.
- Determine who would lead the implementation and the implementation team composition.
- Identify existing procedures that require change and/or adjustment.

#### *Implementation*

- Select a small representative University organization as the test group; implement WTE in that organization, evaluate the results, and modify the process as necessary. The College of Education was selected for this initial pilot phase.
- Select the University groups for the next phases, adjusting compositions as needed to meet user workloads and external conflicts.
- Develop training for the key user groups.
- Develop and publish an implementation schedule.
- Enlist upper management to support and promote the implementation.
- Implement next selected groups.
- Repeat process until all University units are utilizing WTE.
- Develop and implement plans for ongoing maintenance and training.

HR staff determined that the goals were met because the entire University is now on WTE, the Payroll office has been able to make significant

reductions in its part-time staff, and the user community is quite satisfied with the product and process and is using WTE effectively. The project was completed ahead of schedule, the cost savings were realized, the process was greatly improved, and people continue to be paid correctly and on time.

## Summary and Evaluation

Wayne State University has ongoing procedures in place that provide reliable evidence of institutional assessment that informs strategies for continuous improvement. Particularly significant is the appointment of the Associate Vice President for Undergraduate Programs and General Education, who coordinates assessment and retention efforts. Retention is now viewed as an ongoing commitment, and initiatives are under way in the Office of the Provost to identify and track retention efforts over the next five years. Specific retention data and university-wide efforts are detailed in the retention plan submitted to the WSU Board of Governors in September 2006.

Another area of continuous improvement is our concerted effort to collect internal data, analyze them, and report them to our schools and colleges. In addition to government reports and reports to external agencies for compliance purposes, the WSU Office of Institutional Research (OIR) compiles data on students, faculty, facilities, and finances. These data are published in an annual Fact Book and communicated through established channels.

In addition to internal assessment and data collection, Wayne State participates in national incoming freshmen benchmarking studies, national surveys of faculty responsibilities, surveys on graduation rates, surveys on population and employment trends nationally and locally, and others.

Wayne State is categorized by the Carnegie Foundation as RU/VH: Research University (very high research activity) within the Basic Classification. Many of our schools and colleges are accredited through their respective accrediting agencies. Those that are not accredited are reviewed every seven years in a five-phase Academic Program Review process (APR) as mandated by the WSU Board of Governors.

Faculty are evaluated annually regarding their contributions in teaching, scholarship, and service. Mandatory Student Evaluation of Teaching (SET) data and teaching portfolios play instrumental roles in evaluating faculty and in developing teaching excellence. Both program review and faculty review provide a solid foundation for achieving the mission and goals of the University.

The STARS and Banner databases provide the tools to track students and intervene early. Their use should be expanded to optimize these processes.

The University's retention and graduation rates indicate the need for major improvements. Although programs to assist at-risk students have been in place for some time, they have not impacted our retention rates as much as we hoped. A concerted effort, identified as a priority by the President and addressed in our new Strategic Plan, will begin now. The entire University community must firmly support this effort if it is to yield the improvement that is needed.



**2d.** All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

## Building on a Strong Foundation

On December 11, 1992, the Wayne State Board of Governors endorsed a new Strategic Plan that was formally presented to the University community in January 1993. *The Wayne State University Strategic Plan: Directions for the 1990s* was the product of a 24-member Strategic Planning Commission over a period of two years. An additional 63 individuals served on task forces, while more than 100 people participated in hearings, submitted ideas in writing or helped prepare background materials. The documents represented the thinking of faculty, staff, students, and administrators across the campus.

When the Provost presented the plan to the Board of Governors, she indicated that the new plan did not call upon the University to change its fundamental mission, but rather "guides us

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toward fulfilling a vision we've had of ourselves for many years." Specifically, that Strategic Plan called for the University to be:

- Recognized for excellence in teaching;
- Ranked in the third quartile of the NSF ranking of research universities by the end of the decade;
- A national model for diversity;
- An urban leader;
- A major force in revitalizing metropolitan Detroit; and
- A vibrant and exciting place in which to study, live and work, making people proud to be a part of it.

*The Wayne State University Strategic Plan: Directions for the 1990s* became the guidepost for the next decade, and its implementation provided a firm foundation for President Irvin D. Reid when he assumed the presidency in 1997. Key themes flowed from one plan and one presidency to the next, with the new plan raising the bar for achievements.

President Reid set forth a sweeping strategic vision for Wayne State as the nation's pre-eminent public and urban research university. Four distinct pillars represent the unique gifts, traditions and aspirations of Wayne State that form the foundation of that vision. These are the building blocks from which the University will continue to construct the diverse and dynamic institution that is Wayne State. These four pillars are intrinsic to the pursuit of the University's strategic directions. Detailed information about campus-wide strategic planning can be found in Criterion 2a.

## The Planning Process for Academic Units

Wayne State has a number of ongoing review procedures that allow schools and colleges as well as academic programs to evaluate the success of their endeavors and to set goals based on the University's Strategic Plan. The schools and colleges of the University participate in a review process every five years. These reviews coincide with the contract renewal review for the

respective deans. A committee of three faculty members, chosen by the faculty of the college, and three members appointed by the Provost conduct the program review. Part of this process is a review of the mission and Strategic Plan of the college. One of the purposes of this review is to determine how the planning of the college supports the University mission and goals.

The School of Social Work review conducted January-May 2006 is a good example of the review process. Included in the documents reviewed by the committee was the Strategic Plan for the School of Social Work. The mission for the School, as stated in its Strategic Plan is "to discover, critically examine, transmit and apply knowledge to advance social work practice and social welfare policy... to contribute to social, cultural and economic justice and the betterment of vulnerable and oppressed individuals, families, groups, communities, organizations and society." The mission builds upon the University mission "to discover, critically examine, transmit and apply knowledge that contributes to positive development and well-being of individuals, organizations and society." The importance of the urban experience as stated in the University vision statement is also supported by the vision of the School of Social Work: "to be nationally recognized as a premier center of social work education in an urban setting. The urban environment provides high-quality learning opportunities in social work practice and evaluation of practice with diverse population groups."

The College of Engineering's Strategic Plan, Vision 2010, presents another example of alignment between unit level and University strategic planning. The mission of the College of Engineering parallels the strategic view of the University on global perspective: "The research activities of the College have a national and international impact." The strategic pillar of implementing new technologies is paralleled by Engineering: "The faculty is committed to the generation of new knowledge and the development of technologies critical to our industrial partners." And finally, the strategic pillar of commitment to diversity is embraced by the mission of the College of Engineering: "diversity in gender, race, religion, national origin and sexual orientation supports our intellectual growth."

Various departments within the colleges have also developed strategic plans. Examination of these plans reveals that there is a high level of consistency between department-level strategic plans and the WSU Strategic Plan. For example, the Department of Mechanical Engineering in the College of Engineering has developed a mission statement that further supports the University vision. That mission statement reads, "Educate mechanical engineers to pursue careers in a global environment, while serving a diverse student body and fostering the vitality of Southeastern Michigan's industrial economy and urban areas." This mission statement directs student recruitment, outreach programs for industrial collaboration and course development for emerging technologies.

The Academic Program Review process is another tool used by the Office of the Provost to evaluate the planning process within academic units. Each department conducts a self-study, which includes a statement of mission, goals and objectives for the department. The process specifically asks how the departmental mission, goals and objectives align with the University's mission and Strategic Plan. The process also asks if the program is accredited by a national accrediting agency and, if so, the time frame for this accrediting process. Detailed statements of program policies and procedures, faculty descriptions, and resources, including support staff and physical facilities, are included. Copies of program reviews can be found in the NCA Resource Library.

## The Planning Process for Administrative Units

Administrative units of the University also have engaged in developing Strategic Plans that grow out of the University mission statement and Strategic Plan. Each unit is asked to provide goals and objectives for each fiscal year as well as quarterly summaries of progress. For example, the Division of Development and Alumni Affairs has developed goals that seek to increase private funding. The division is engaged in the University's first capital campaign that will support the urban mission of the University by providing financial support for scholarships and other strategic activities. They also created the Board of Visitors concept, which serves as a vehicle to increase support for University programs and enhance community knowledge

and involvement in the University. The Board of Visitors concept provides a community advisory board focused on each college and its unique needs. These boards are also supportive of the capital campaign and knowledgeable about the needs of the individual units.

## Strategic Planning for 2006–2011

The University began implementing the 2006-11 Strategic Plan in fall 2006. Colleges, schools and divisions began their review processes at that time. The process WSU used to update the Strategic Plan to create the 2006-11 plan included widespread involvement throughout the University and the community we serve. This process is described in detail in Criterion 2a. In winter 2007, actions will be taken to align unit and department-level strategic plans with the updated 2006-11 Strategic Plan.

## Summary and Evaluation

The University has in place several evaluation procedures that encourage consistency of planning processes with the institutional mission. These include school and college review, academic program review, and goal setting by administrative units. The approach to assuring that unit plans are consistent with the University's Strategic Plan is multi-faceted. In addition to review by the appropriate vice president, academic program plans are reviewed through the five-year Academic Program Review.

As schools and colleges begin to align their plans with the 2006–11 University Strategic Plan, it will be important that we identify an ongoing method to assess progress of the individual school and college plans. At present, progress is measured only every five years as the deans' contracts are up for renewal. The Provost has begun review of school and college progress on strategic plans during budget hearings. This is an excellent start that must be continued.

