



This mosaic was created incorporating both old and new Pewabic tile. It is displayed in Wayne State University's Undergraduate Library.

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.



3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

A Commitment to Assessment

Wayne State's assessment plan, approved by the North Central Association in 1997, called upon each school and college to develop and implement an assessment plan appropriate to the departments and programs within that unit. In 1999, a University-wide assessment team was established to review current assessment activities, explore alternative approaches, and recommend strategies to energize assessment at the University.

The original Assessment Team consisted of 31 members representing a broad cross-section of schools and colleges concerned with assessment, including Education; Engineering; Fine, Performing and Communication Arts; Liberal Arts; Lifelong Learning; Nursing; Pharmacy and Health Sciences; Science; Urban, Labor and Metropolitan Affairs; and Social Work. Also included were such units as Academic Program Review; the Academic Success Center;

Institutional Analysis; Office for Teaching and Learning; University Advising Center; Academic College Enrichment Services; the University Libraries; and Testing, Evaluation and Research. As part of their participation on the Assessment Team, members were encouraged to attend and present at the American Association for Higher Education (AAHE) Assessment Conferences.

In 2001, the Assessment Team divided into four subgroups to work on specific assessment topics. The first subgroup was asked to establish a national context for the assessment of student learning. This subgroup reviewed actual practice, the professional literature, and major reports in order to identify the principles that should guide the implementation of assessment at Wayne State. This subgroup wrote the preamble to the final report articulating the definition of assessment at WSU and the rationale for an outcomes-based approach to assessment.

The second subgroup was asked to describe and evaluate current assessment of student learning at Wayne State. This subgroup was also asked to identify exemplary programs in assessment, to identify assessment data, instruments, processes, and procedures currently in use, and to develop a plan that establishes minimum guidelines for evaluating assessment

plans. The subgroup engaged in a number of activities to accomplish its tasks. It developed a survey using the “Levels of Implementation and Patterns of Characteristics” that was sent to nine of the schools/colleges: Business Administration; Urban, Labor and Metropolitan Affairs; Education; Engineering; Fine, Performing and Communication Arts; Liberal Arts; Nursing; Pharmacy and Health Sciences; and Science. The survey covered four major areas of assessment: Institutional Culture, Shared Responsibility (Faculty, Administration and Students), Institutional Support (Resources and Structures), and Efficacy of Assessment. The survey was followed by an interview with the assessment coordinator in each school/college. In addition to compiling these data, the subgroup used this information to compile a list of best practices at Wayne State in the assessment of learning.

The third subgroup was asked to establish the connection between the Wayne State University 2001-2006 Strategic Plan and the assessment of student learning. It was believed that many Strategic Plan goals could be linked to student learning outcomes that would demonstrate the accomplishment of those goals. The subgroup was asked to identify those outcomes as well as how the outcomes could be assessed at various levels (institutional, college, department, and course). The subgroup was also asked to identify outcome statements that would provide evidence of the quality of student experiences at Wayne State. This subgroup created a matrix relating goals from the 2001-2006 Strategic Plan, outcomes defined within the Strategic Plan, outcomes related to student learning, methods for student assessment, possible vehicles for such assessment, issues related to specific outcomes, and vehicles of assessment.

The fourth subgroup was asked to focus on “closing the loop”: define the role of assessment in the University’s continual improvement of student learning. This subgroup articulated a set of 11 principles to be followed in creating a continuous improvement process involving measurement, evaluation, feedback, and implementation of programmatic change.

The Assessment Team submitted a report to the Provost on April 10, 2002. It concluded that “University-wide and programmatic assessment must represent all stakeholders,

including students, faculty, staff, and community. Leadership for assessment must be at all levels of the University, with particular support coming from the senior administration.” It also made nine recommendations, 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.

An Assessment Working Group, comprised primarily of those who were on the assessment committee, was formed in fall 2002 to oversee work on the recommendations from the Assessment Team report. The working group was led by the Associate Provost and included two additional members from the Office of the Provost as well as members from Academic College Enrichment Services, Academic Program Review, the Graduate School, Institutional Analysis, the Psychology Department, and the University Libraries. One of the first projects of this working group was an Assessment Inventory to be used in a web-based survey. This inventory was the first in a series of regular efforts by this group to collect data and promote sound assessment practices across the University.

Assessment Surveys

The *Final Report of the Responses Submitted for the Assessment Inventory* in October 2003 stated that a total of 118 completed and usable surveys were downloaded from the website housing the inventory. These surveys provided assessment data on 118 of Wayne State’s 350 majors (65 undergraduate and 53 graduate) and two minors with 11 of the 13 schools/colleges participating. The report concluded that the inventory “does reveal a concrete effort to engage in the activities designed to assess student learning within the majors ... [and] confirmed the use of assessment practices that are indeed designed to assess learning of both the major area of study as well as University-identified general education outcomes.” It also recommended that, with less than 35% of assessment plans actually completed, more support was needed. Specifically, it suggested that “more learning/training opportunities designed to further advance faculty use of a wider variety of assessment tools could

prove beneficial in improving student learning at the university level.”

School of Medicine information about student learning and effective teaching is contained in a comprehensive School of Medicine report, *WSU School of Medicine Student Learning and Effective Teaching, Criterion 3* located in the NCA Resource Library.

Survey Description and Data Collection Methodology

The WSU Assessment Plan requires periodic reporting of assessment efforts on campus. In an effort to facilitate compliance with this mandate, an inventory of assessment activities has been established. The collection of data for the 2006 Assessment Survey was facilitated through a web-based survey tool. The intent of the 2006 survey was to collect an assessment report from every undergraduate and graduate program within the University.

Participation

The 2006 survey yielded 182 usable reports. This is a significant improvement over the 2003 Assessment Survey, which gathered information on 118 majors. There is also noticeably wider participation, with all the schools and colleges responding.

In addition, the 2006 responses are more representative of the balance between undergraduate and graduate programs in the University. See **Table 3.1**.

It is important to note that in several instances there is a school or college-wide assessment program that handles assessment activities that might otherwise be handled at the program level. This is the case in the Law School where it is felt that a single pattern of assessment covers both the J.D. and the L.L.M. programs. The same process also covers the Law School’s role in assessing the various joint J.D. programs. On the other hand, the Eugene Applebaum College of Pharmacy and Health Sciences developed both college-wide and individual program assessment reports.

We take some satisfaction in the significant increase in responses we received in the 2006 survey over the 2003 survey. This increase demonstrates a broader involvement in assessment than was evident three years ago. The techniques and strategies we have developed to solicit responses will also be of great benefit for the next survey. A list of programs/degrees that submitted reports in 2006 can be found in the NCA Resource Library.

Assessment Coordinators

One of the goals of the Assessment Survey is to identify assessment coordinators within the programs and degrees with whom the University Assessment Committee and others concerned with assessment can collaborate.

Level	2003	2006
Undergraduate	65	62
Graduate	53	120
Total*	118	182*

* The college-wide survey of the Eugene Applebaum College of Pharmacy and Health Sciences combines undergraduate and graduate and therefore is not counted.

Table 3.1

Departmental assessment coordinators are identified in 172 reports (94.5%). Three reports state that there is no departmental assessment coordinator, but identify instead the college-level assessment coordinator.

Program/degree-level assessment coordinators are identified in 174 reports (95.6%). Two reports that identified no departmental assessment coordinator do identify program/degree-level coordinators.

The 2006 Assessment Survey identifies 68 individuals who serve as departmental assessment coordinators. It also identifies 108 individuals serving as program/degree-level assessment coordinators. Of the 174 reports identifying program/degree-level coordinators, 67 reports (38.5%) identify the same person at the departmental and program-degree levels. When the two groups of coordinators are consolidated, they yield a list of 133 individuals involved with assessment at either the departmental or program/degree level.

The Analysis of Results and Improvements to Student Learning

When the surveys are read as a whole, it is clear that the overwhelming majority of programs/degrees that have submitted reports are involved in assessing their strengths and weaknesses relative to student learning, and that they systematically use the results of their assessments to make programmatic improvements. The responses to the question about how assessment results are analyzed illustrate this point. At least 85 of the 182 reports (46.7%) make explicit reference to using results to guide changes in programs and curriculum. Another 44 reports (24.1%) contain responses implying that their assessments lead to positive changes. Clearly there is a process in place that addresses the responsibility of programs to improve student learning and recognizes that this responsibility must be pursued continuously.

Improvements in some programs are reported in greater detail than in others. The Dance B.S./B.F.A. program outlines a number of changes and the way the success of those changes has been measured:

Results have been used to refine required curriculum; introduce new required

coursework; develop performance and choreographic opportunities; improve quality of teaching; improve part-time faculty expertise, credentials and quality of instruction; refine course schedule offerings in student-friendly ways; improve faculty development opportunities; initiate and enhance student advising; implement student-centered practices; maximize physical space allocation for the department; enhance level of performance quality; increase graduation rates; improve recruitment of quality students and retention of current students.

Evidence of improvements: Commendations from the National Association of Schools of Dance (NASD) for initiatives and improvements; addition of four full-time faculty with terminal (M.F.A. or Ph.D.) credentials; reduction of part-time faculty while increasing fully credentialed part-time faculty (two M.F.A.s); increased faculty creative research activity (national and international juried presentations, journal articles, book chapters, books, national and international performances); six consecutive regional and national commendations for student performances (American College Dance Festival: 2000-2005); 50% lower student injury rate; 40% higher retention rate; 40% higher graduation rate; attracting and retaining stronger academically gifted students (nearly 20% of majors are elite university scholars); 40% of majors are consistently named to the Dean's List.

Program Missions and Key Learning Outcomes

The survey gathered information on program missions because an awareness of a program's mission is often the key to understanding the learning outcomes and assessment techniques it has developed. One hundred and seventy-eight of the 182 reports submitted contained a mission statement. The four programs that lacked mission statements identified themselves as being in the initial stage of developing an assessment plan and acknowledged this weakness.

Clearly stated learning outcomes for the degrees/programs are crucial elements in successful assessment. The program's role in facilitating the success of students in achieving these outcomes

is, after all, what is being assessed. In the 2003 Assessment Survey, 44.5% of the reports were judged to have successfully identified key learning outcomes. The others were seen as describing such things as course requirements, expected achievement rates, and after-graduation performance outcomes. The 2006 Assessment Survey showed considerable improvement in this area, with 67.0% of the reports identifying learning outcomes. An example of program learning outcomes for each of our Engineering programs can be found at www.eng.wayne.edu.

Accrediting Bodies

The frequency with which program accreditation and the standards of professional bodies are mentioned throughout these reports testifies to the importance of accrediting bodies in prompting and guiding program assessment. In all, 100 of the 182 reports (54.9%) identify accrediting bodies/agencies that support their programs. The 2003 Assessment Survey also asked if there were accrediting bodies that support programs, and 47.7% of reports identified such bodies. The 7.2% increase in positive responses in the 2006 survey is probably the result of the higher percentage of graduate and professional programs responding.

Assessment Tools

As part of their reports, programs/degrees were asked to rank the frequency with which they used a group of 19 assessment tools (including an open-ended “other” category). This information is gathered not because there are set assessment tools that ought to be used or a frequency with which they should be employed, but because the University Assessment Committee needs to be aware of the full range of assessment tools being employed. The data we have collected on the use of assessment tools may be used in a number of different ways. The data is presented in aggregate form in **Table 3.2**.

The kinds of assessment tools mentioned within the “other” category included the Student Evaluation of Teaching survey, a review of the curriculum by an Undergraduate Program Review Committee, and case studies.

An important inference about the quality of assessment at WSU can be drawn from these data: assessment should not be carried out with a single

Assessment Tools Programs' Frequency of Use		
Tools	Number of Uses	Percent of Use
Writing Samples	135	74.2
Thesis/Final Project	130	71.4
Performance Tasks	125	68.7
Supervised Internship	102	56
Advisory Committee Review	101	55.5
Accreditation Review	100	54.9
Alumni Survey	97	53.3
Comprehensive Exam — Objective	93	51.1
Comprehensive Exam — Essay	92	50.5
Capstone Course	91	50
Exit Interview	84	46.2
Portfolios	82	45.1
External Consultant Review	67	36.8
Graduate Student Placement	64	35.2
Other	54	29.8
Licensure Exam	49	26.9
Employer Survey	46	25.3
Standardized National Test	44	24.2
Co-op Employer Review	33	18.1

Table 3.2

instrument. Multiple instruments should be employed so that a comprehensive understanding of student learning within a program is developed. Only five programs (2.7%) identified themselves as employing only one assessment tool. Four of those programs identified themselves as being at the initial stage of developing assessment plans, acknowledging the weakness of their present efforts. Another nine programs

(4.9%) identified themselves as employing only two assessment tools. The remaining 168 reports (92.3%) identified themselves as employing three or more tools. The data further reveals that the mean number of assessment tools being employed is 8.7 and the median number is 8.

Conclusions and Recommendations from the Survey

The 2006 Assessment Survey demonstrates that a wide array of programs is committed to the assessment of student learning and the process of continuous improvement. Indeed, it shows that most programs are working diligently at assessment. This view of assessment at WSU is rooted in the 122 reports (67.0%) that defined key student learning outcomes and the comparable number of reports that testified to assessment leading to program improvements.

The 2006 Assessment Survey is itself part of an assessment process. Its greatest value lies in how we can use these data to improve the quality of assessment performed in the programs. While it is true that 122 reports did define key learning outcomes, another 60 reports (33%) did not define such outcomes at all. The 2006 reports also provide a means of identifying best practices that can be more widely instituted across the campus.

In short, the 2006 Assessment Survey documents continued progress in assessment at Wayne State University and also provides insights into what we must do to strengthen and expand our efforts.

Additional Assessment Activities

In addition to the survey, there have been several other efforts to promote the use of effective assessment practices across WSU programs. One of these efforts was the development of STARS (Student Tracking, Advising and Retention System) in order to allow convenient access to student data for advising, retention efforts, curriculum tracking, and program evaluation. STARS consists of a collection of databases together with several web applications. It draws upon Banner data as well as other data sources including Testing and Evaluation and official and unofficial historic data not yet converted to Banner. It also permits the monitoring of student progress by allowing input of custom data to support advising and retention efforts. STARS

specialized reports provide a wide range of data useful in assessment of student learning.

Another effort to promote effective assessment involves analysis of the National Survey of Student Engagement (NSSE) data for Wayne State students. This analysis was used to benchmark Wayne State's first-year and senior students against students at other doctoral research universities.

In addition, the Office of Academic Program Review incorporated questions on assessment issues, student learning objectives, and how well these objectives are being met into the 2004 revision of the Self-Study Guidelines for Departments undergoing program review.

At the 2004 AAHE Assessment Conference in Denver, the Assessment Working Group presented Wayne State's assessment activities from 2001 through 2004. The title of the presentation was "Five Tools for Advancing the Assessment Landscape in a Decentralized Environment." The five tools described were the university-wide Assessment Team, the STARS program, the Assessment Inventory, the analysis of Wayne State's NSSE data and procedures for regular academic program review.

The responsibility for coordinating assessment activities in the schools and colleges is currently assigned to the Associate Vice President for Undergraduate Programs and General Education. Central to our current approach to assessment is the conviction that assessment is an integral part of teaching and learning. The Fourth Annual Student Academic Success Summit, which was held on February 23 and 24, 2006, with a follow-up session on April 20, offered an opportunity to integrate discussion of assessment with other pedagogical issues. Presentations by Vincent Tito, Judy Patton, and J. Herman Blake served to place our assessment efforts within the context of the struggles and successes of other institutions and draw attention to our best practices. A report on the Summit may be found at www.doso.wayne.edu/SASS/SASS_Final_Report.pdf. Appeals to wider perspectives and best practices are also facilitated through the WSU Office for Teaching and Learning (OTL). The OTL is already well respected by Wayne State's faculty for its training on pedagogy and educational technology. It has begun to play a stronger role in developing awareness and expertise in current assessment practices.

Differentiated Learning Goals

Given the importance of clearly identified learning objectives to effective assessment and, ultimately, effective learning, insuring that learning outcomes are specified for each program area is one of our highest priorities. The Office for Teaching and Learning has conducted numerous workshops for faculty on developing clear learning outcome statements. In addition, an emphasis is being placed on the specification of clear learning outcomes for any new programs prior to receiving program approval. For example, a new General Education Program was approved in 2005 by the Board of Governors. It was, however, approved subject to the provision that specific educational objectives for each of the requirements be written and met. The Associate Vice President for Undergraduate Programs and General Education is working closely with the Academic Senate to assure that these learning outcomes are written to supply a strong foundation for assessing and improving general education instruction. In this manner, general education will be placed firmly within a process of continual improvement.

The College of Engineering is a prime example of an academic unit with well-articulated learning outcomes. Each undergraduate program develops, publishes, and assesses program objectives (what can graduates do two to three years following graduation) and outcomes (what can students do at the time of graduation). Assessment tools for these include capstone design projects and alumni surveys. Lists of the program objectives and outcomes can be found on each undergraduate program's website at www.eng.wayne.edu. The full discussion of the assessment processes is available in the program self-studies that were submitted to ABET, Inc., the recognized accreditor for college and university programs in applied science, computing, engineering, and technology in 2006. These can be found in the NCA Resource Library.

Ultimately, we believe that the best way to promote the culture of assessment is to seize opportunities to demonstrate best practices in assessment and the benefits they bring. The development of Learning Communities as the core of Wayne State's first-year experience has provided an opportunity to do just that. Each

of these communities has specific learning objectives and plans for evaluating its success in achieving those objectives. These learning objectives and assessment techniques will provide models for the manner in which assessment will be approached within the General Education Program and elsewhere in the curriculum.

Summary and Evaluation

Fundamental to our urban mission is providing access to a diverse student population with varying levels of preparation while maintaining the highest standards of excellence in research and academic achievement. Given that dual commitment, clear learning objectives and assessment become essential. The Office for Teaching and Learning, along with the Assessment Committee, now chaired by the Associate Vice President for Undergraduate Programs and General Education, have made this a priority. The University acknowledges the challenges represented by our retention and graduation rates, particularly for students from under-represented populations. We are confident that we have made progress in assessing our situation and are taking effective steps to enable our students to succeed. For example, in the most recent Assessment Survey sent to all programs, 90% of respondents reported improved student learning as a result of assessment. Testing is also a crucial part of our effort to assure consistent quality and performance across the curriculum. In addition, we have mechanisms in place to assure continuous improvement in learning outcomes and assessment. Continuous improvement is a commitment shared across the University.



3b. The organization values and supports teaching.

Wayne State's strong commitment to teaching and learning is reflected in the first core strategic direction of the 2001-2006 Strategic Plan:

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

Policies on Teaching Quality

The University directly exhibits the value of effective teaching through its promotion and tenure and selective salary increase procedures. Each faculty member is required to keep a teaching portfolio. The formats for these portfolios vary across the schools/colleges and were developed by the schools/colleges so that formats are relevant to specific areas. When faculty apply for promotion and tenure, these portfolios are submitted for examination by departmental, college and university-wide committees. In addition, a summary of the teaching portfolio is provided by the candidate, highlighting what he or she perceives to be his/her most significant teaching accomplishments. These are carefully reviewed by committee members at every level along with evidence of scholarship and professional service.

The collective bargaining agreement also has stringent procedures for early evaluation of the quality of teaching of each faculty member. Annually, faculty applying for a selective salary increase must submit summaries of their teaching activities, highlights of teaching developments during the year, and the Student Evaluation of Teaching (SET) results for every course taught during the previous 12 months. Each faculty member is then assigned a ranking from one to four on the quality of their teaching by department and college personnel committees. Criteria for these are university-wide and can be downloaded at www.google.com/u/waynestate?q=Selective+salary.

The criteria vary by rank with expectations increasing at the higher levels. Under the current contract, three-sevenths of the money available in the selective salary pool is set aside to reward effective teaching. This amount is equal to the portion set aside for research, clearly indicating that excellence in teaching is valued at the same level as excellence in scholarship at Wayne State.

A faculty member who receives low peer ratings for teaching for three consecutive years can be placed on a program of improvement designed by the administration in conjunction with the faculty member. The procedures to accomplish this are very specific and hold the faculty member accountable for the quality of his or her teaching in ways that would not occur at many institutions. This is a faculty-to-faculty level of

evaluation because the ratings are developed by a peer group.

Resources to Support Excellence in Teaching

Technology Resource Center

Several specialized resources have been developed to support faculty in achieving the goal of excellence in teaching. The newest among these is the Technology Resource Center (TRC), which was developed to provide faculty with expertise and resources required to be effective in a technologically advanced society. Opened in September 2005, the TRC was developed through a collaboration of the University Library System and the Computing and Information Technology division. TRC encompasses the Office for Teaching and Learning, Blackboard™ Development and Support, the Digital Library Initiative, Media Services, and University Television. It offers faculty the convenience of one central location for assistance with instructional design and technology necessary to improve teaching skills in university classrooms as well as online. The center was designed with faculty in mind: facilities to improve teaching and learning include two high-tech conference rooms, a computer instruction lab, and a development lab with the latest computer software to facilitate instructional computing projects.

Office for Teaching and Learning (OTL)

Operationally, the TRC is an extension of the Office for Teaching and Learning (OTL) which was founded in 1996. The mission of the OTL is to promote excellence in teaching in the University at all levels. The OTL provides support and development opportunities for teaching at WSU through training and consulting, instructional design support, classroom feedback programs, print and online resources, and referrals to other on-campus services. The OTL also is a facilitator for WSU teaching initiatives. Media Services brings classroom technology support and planning to the center. The Blackboard™ staff provides technical expertise and planning for Blackboard™, the electronic system used for delivering instructional materials and communicating with students at WSU. University Television provides broadcast-quality

digital video services and support for faculty projects. These resources and the expertise of the TRC staff provide a state-of-the-art resource for faculty. The unique combination of teaching and learning theory, classroom and online instructional design expertise, and a state-of-the-art facility, creates an excellent environment in which faculty can advance their teaching skills.

The number of online courses has increased significantly in the past four years. With the implementation of Blackboard™ as the standard course management system, many courses also incorporate a hybrid approach, with some material presented online in addition to instruction on site. Other courses are offered entirely online. In 2003, the Provost's Innovative Technology Grant program encouraged faculty to move their courses to an online format, and several colleges have seen dramatic growth in the number of these courses. The College of Education is an excellent example reflecting the number of courses that have moved to an online format in the last three years. For example, the Instructional Technology program, Kinesiology, Health and Sport Studies, Special Education and Career Guidance programs offer a large number of online courses. In the College of Education, 26 online courses will be offered in winter 2007. The colleges of Nursing and Engineering are both expanding online courses, and the School of Business Administration has developed an entire M.B.A. program that can be completed online. Because the campus technology infrastructure has improved so dramatically over the past 10 years, along with the development of the Office for Teaching and Learning and the Technology Resource Center, faculty are able to develop and deliver high-quality online instruction.

The Office for Teaching and Learning (OTL) offers workshops each semester on a variety of teaching-related topics. OTL workshops are interactive, with time for discussing concepts and hands-on experience. Workshops are open to all who teach at WSU. The OTL calendar lists current offerings and provides a means for online registration. Workshops can also be scheduled on request. They can be modified to meet specific department and curricular needs, and the OTL staff will custom design a workshop specifically for a department or program. Recent custom workshops have been offered in the College of Nursing and departments of Political Science and

Art and Art History. OTL workshops are grouped in three categories: Professional Development, Online Teaching and Technology Integration, and Course Design and Instructional Strategies. A complete listing of all 36 OTL workshops is available at www.otl.wayne.edu/workshops.html.

Each May, OTL hosts Xtreme! Week featuring a week of workshops showcasing most of the workshops OTL offers during the academic year. This week began as Faculty Development Week in 1997, with a series of two workshops offered several times throughout the week. Since its inception, Faculty Development Week has evolved into Xtreme! Week, with as many as 17 workshop topics offered during the week, including new topics never before offered by the OTL. Faculty are awarded gifts for attending four or more workshops during Xtreme! Week. As this event is held after the end of winter semester classes but while faculty are expected to be on campus, most faculty are free to take advantage of this valuable opportunity.

As faculty develop curriculum and course content, OTL consultants are available to assist with preparation of materials for classrooms or online. Consultants and instructional design specialists are familiar with WSU policies for course development and can offer a variety of strategies for course design. Resources are available to assist faculty with everything from syllabus design to final exams or projects. (www.otl.wayne.edu/currplan.html) Individual and/or confidential consultations on instructional design, issues pertaining to specific classroom situations, or the use of particular technology in teaching are also available at www.otl.wayne.edu/consultations.html.

The number of OTL workshops and individual consultations conducted per year from 2001 through 2005. See **Table 3.3**.

OTL has over 1,000 books, journals, articles, and videos available in a specialized internal library. OTL print resources can be searched through Wayne State's online catalog at www.lib.wayne.edu. There is also an internal library database that can be searched for books, journals, and videos. The selection of videos at OTL includes previously broadcast PBS teleconferences sponsored by OTL and videos related to teaching. OTL's library is non-

Office for Teaching and Learning Offerings		
Year	Workshops	Individual Consultations
2001	68	139
2002	98	121
2003	84	159
2004	64	162
2005	81	170

Table 3.3

circulating, so all materials are available for use on site. Faculty may make free copies from any of the print resources in the library (www.otl.wayne.edu/library.html).

Faculty Summer Institute

In summer 2002, OTL, the University Library System and Computing and Information Technology (C&IT) worked together to design and deliver a concentrated study of technology (instructional and research). Twenty faculty members on campus participated during the week of August 5-9. Faculty submitted applications to participate in which they were asked to detail an instructional project they intended to design over the course of the week. This initiative was supported by the Provost's Office and those who were selected were provided with laptops and other resources to implement the skills they learned. The week ended with project demonstrations by participating faculty.

A similar Summer Institute was conducted for Liberal Arts faculty in summer 2004. This Institute was sponsored by the College of Liberal Arts, which selected faculty to participate in the Institute and provided them with laptops. Again, OTL, the library system, and C&IT worked together to design and deliver a concentrated study of technology for 35 Liberal Arts faculty members during the week of August 16-20, 2004. Plans are now under way for another Summer Institute in 2007.

Faculty are encouraged to attend conferences on the topic of teaching and learning. For

six years, the Provost's Office and the Office for Teaching and Learning have sponsored faculty participation in the annual Lilly North Conference on College Teaching, where participants from around the country gather to share time in an effort to create better learning environments for students. Wayne State faculty are encouraged to share the results of their conference attendance with other faculty, often through Office for Teaching and Learning seminars (www.otl.wayne.edu/initiativesWSU/liINORTH.html).

New Faculty Orientation and Bus Tour

Each fall, OTL and the Provost's Office jointly offer an orientation for all new WSU faculty. During the two-day orientation, new faculty are told about the various units of the University and available support services. After the orientation, they visit the Technology Resource Center for an open house.

In 2004, the Office for Teaching and Learning began sponsoring a one-day Exploration of Detroit as an additional component of New Faculty Orientation. Working with the WSU Detroit Orientation Institute (DOI), OTL plans a day of activities that includes a bus tour of the city highlighting cultural areas, architecture, and residential options. The program aims to help faculty become familiar with their new community, to connect with their new home, and to meet new faculty from other departments. The day begins with a welcome by the Provost, followed by a brief video presentation prepared by the DOI highlighting area history, geography,

and demographics, and a discussion of Detroit demographics. Tour participants then board a chartered bus to explore various areas of Detroit. The day is capped off by a panel discussion addressing the issue of building community in the Detroit region.

After Exploration of Detroit was added, additional changes were made to the orientation program in 2005. Based on feedback from previous orientations, more variety in the session topics was offered. Faculty attended plenary sessions on diversity, student profiles at WSU, and safety at WSU and then were allowed to choose between several concurrent sessions and take campus tours with different focuses such as restaurants, libraries, and cultural attractions.

GTA Orientation

Each fall, the OTL and the Graduate School jointly offer an orientation for Graduate Teaching Assistants (GTAs). WSU faculty and staff are enlisted as instructors for sessions that cover a variety of topics, such as managing the classroom, diversity, ethical issues in teaching, and life as a GTA. The orientation is conducted much like a conference with plenary and concurrent sessions. It spans a two-day period (three days for international GTAs) and is designed to help prepare GTAs for teaching at WSU. Specifically, the goals are to facilitate assimilation into the graduate student role, promote an improved learning environment for undergraduate students, provide more relaxed and skilled GTAs for faculty, and develop the necessary skills for GTAs' future roles as teaching professionals.

The orientation began in 1986 and has undergone significant change since. For example, in 1986, the orientation was 3.5 hours long. By 1997, GTAs were spending an average of 17.5 hours in orientation activities. Initially the orientation was conducted as a large plenary session, with all GTAs being exposed to the same sessions. In response to participant feedback, the planning committee redesigned the structure in 1999 to provide GTAs with more options. Some sessions deemed mandatory by the committee, such as Diversity and Managing the Classroom, were conducted as plenary sessions. Other topics were offered as breakout or concurrent sessions, and GTAs were given a choice as to which they would attend. In addition to the increased number of

session choices, two additional features have improved both attendance and satisfaction in recent years: microteaching and a Certificate of Teaching Development.

The microteaching unit was added to the second day of the orientation. GTAs are organized into small, discipline-specific groups (usually four to six participants) and asked to present a mini-lecture on a familiar topic, for which they receive feedback from the group. This session is facilitated by a faculty member or senior GTA from the respective discipline. Microteaching provides an opportunity for hands-on practice before entering the classroom, as well as constructive feedback from peers. These experiences continually get extremely high ratings and positive anecdotal remarks from GTAs (4.91 in 2005, 4.93 in 2004, and 4.93 in 2003 on a 5-point scale).

Since 2001, GTAs have been offered the opportunity to earn a Certificate of Teaching Development for attending eight or more required and elective sessions during the orientation. As a result, the number of GTAs attending eight or more sessions increased noticeably and continues to be high since the implementation of the Certificate program in 2001.

Technology

Wayne State has demonstrated openness to innovative practices that enhance learning. In 2003, Provost Nancy Barrett established a committee to assess the University's current instructional technology and faculty development services and to make recommendations regarding the best use of instructional technologies at Wayne State. The resulting report, *Improving Teaching and Learning with Technology: Report of the Provost's Committee on Improving Instructional Technology Services, 2004*, made five recommendations and includes a total of 30 actions necessary to fully implement them. The recommendations are:

- Facilities, Equipment and Classrooms: Create and maintain a first-rate teaching and learning environment at Wayne State University in which faculty have access to current, secure, readily available and working technology.

- **Administrative Support:** Provide strong administrative leadership that focuses on improving instruction and integrating technology in teaching.
- **Incentives and Professional Development:** Provide incentives, professional development, and support for faculty to improve their teaching through the use of technology.
- **Technical Support for Faculty:** Provide on-site or easily reached technical support for faculty as needed.
- **Student Support:** Provide on-site or easily reached technical support for students as needed.

The University Library System's department of Library Computing and Media Services and the Office for Teaching and Learning continue to use this report as a guide to prioritize improvements related to teaching with technology, in concert with an active program to incorporate faculty and instructor feedback into a system of usability testing. In *Improving Teaching and Learning with Technology: A Progress Report on the Recommendations, 2005*, it was noted that 19 of the 30 actions had been addressed in a substantial way. For example, the recommendation to create the Technology Resource Center as a resource for faculty was completed and is an operational department. Also as recommended in the report, classroom technology has improved with the deployment of multimedia instruction carts to 133 classrooms and 25 lecture halls across campus. The impact of the report and the resulting creation of the TRC are reflected in the rapid development of new technology projects in the Center, such as the instructional Podcasting Project — a collaboration of the Digital Library Initiative, University Television and Media Services. In fall 2006, the Podcasting Project team will recommend hardware and software which will enable faculty to conveniently create and distribute recordings of their lectures using MP3 and MP4 technology.

Blackboard™ Course Management System

Blackboard™ course management software is well supported at Wayne State and the resources and funding are continuously improving. Blackboard™ features make it possible for faculty to teach their courses in a variety of learning

environments while still working within a stable and supported system. In 1999, WSU faculty selected Blackboard™ (then called CourseInfo) from among several course management products available at the time, and adoption has been increasing steadily ever since. Blackboard™ use is not mandated at WSU. Yet every year, more faculty put up a course for the first time, and more students push for an active Blackboard™ site for each of their courses. Each semester, course shells are automatically created for each section of every course. The system administrator facilitates faculty requests to combine multiple sections of one course into a single course site (typical requests range from 1-10 sections) or to combine cross-listed courses. Course, enrollment, and instructor data are updated via snapshots from the Banner student information system three times each day.

In fall 2005, almost 50% of 5,820 course sites were activated for use during the semester. In winter 2005, selected building blocks were installed to support integration of library resources and synchronous videoconferencing such as Mediasite™ and Accordent™. In addition, classroom response technology and iTunes University integration are being explored along with other add-ons with teaching and learning value.

WSU's commitment to acquiring and supporting Blackboard™ has grown impressively to accommodate a robust system serving a large number of dedicated users and has added enhancements for faculty and students. After the upgrade to the Enterprise version two years ago, WSU upgraded to Blackboard™ Learning System 6.3 in May 2005, and is preparing to deploy Learning System 7.1 in fall 2006 along with the Blackboard Content System and Blackboard Community System. Funding has been provided for:

- Annual license renewals for the full Academic Suite;
- Hardware upgrades, including a load-balanced configuration in the planning stages to accommodate the increased load;
- Technical staff support;
- Several terabytes of SAN storage;
- 24/7 monitoring;
- A test/development environment;

- A quality assurance environment; and
- Support staff training.

The Blackboard™ Support Team, the Office for Teaching and Learning, the C&IT Help Desk and the educational technology staffs in schools, colleges and departments have collaborated to extend training and support to help faculty and students use Blackboard™ effectively. Blackboard™ is comfortably ensconced in the fabric of WSU.

Other Initiatives to Promote Excellence in Teaching

Innovative Technology Grants

The Innovative Technology Grant program is one of several that support faculty skill development and new instructional design. In fall 2003, the Provost's Office initiated the program to fund innovative instructional technology projects as a part of WSU's commitment to support faculty making the transition to a high-tech instructional environment. These grants are awarded annually for projects that advance the development of leading-edge, innovative approaches to instruction and can serve as models for other innovations. Proposals to develop single or multisection courses within a single discipline or to develop multidisciplinary materials are all considered. This is an annual award for projects that will develop cutting-edge uses of technology in teaching.

Beginning fall 2006, grants are awarded once during the year, and proposals up to \$30,000 are considered. Matching grants from departments are also encouraged. Individuals awarded a grant are required to make a presentation of their project's results or the outcomes achieved, thereby providing the WSU community an opportunity to benefit from their work. Information on Innovative Technology Grants is available at www.otl.wayne.edu/initiativeswsu/techgrants.html.

Omnibus Technology Funds

The Omnibus Fee was approved by the Board of Governors in 1998 for the purpose of advancing technology and technological services. Students at WSU pay an Omnibus fee each term to maintain, upgrade, and replace computing

and technology resources on campus. The funds provide a significant opportunity for the University to support technology upgrades while allowing the colleges to have an active role in planning the projects and distributing the funds. Omnibus funds are to be used in concert with other funding sources such as the Innovative Technology Grants, and are having a major impact on technology improvement in support of teaching and learning across campus.

A Well-Qualified Faculty

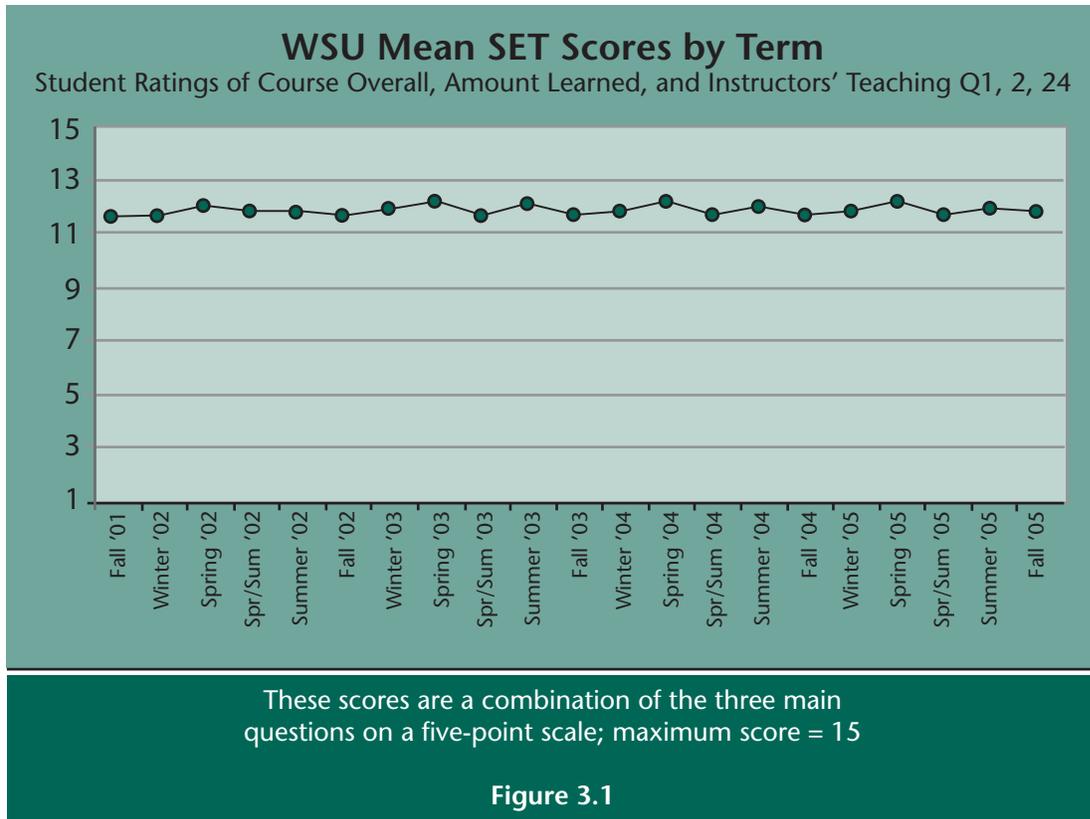
WSU has committed significant resources to attract and retain top faculty. In 2005-06, WSU was ranked 14th in the nation by readers of *The Scientist* magazine in its annual ranking of the "40 Best Places to Work in Academia." In the previous year, we were ranked 34th. Specific strengths of WSU were identified as pay and research resources.

Scholarship

The faculty at Wayne State University is well qualified to determine the curricular content and strategies for instruction. One indication of faculty expertise and qualification is the number of articles accepted for publication in prominent journals. The faculty at WSU make a major contribution to the journal literature in engineering, science and medicine; the arts and humanities; and the social sciences. A literature search of Wayne State University publications revealed that from 1997 through March 2006, WSU faculty were authors and co-authors of 21,000 journal articles.

Evaluation of Teaching

Student Evaluation of Teaching (SET) has long been a factor in assessing the quality of instruction at Wayne State. A standard evaluation form has been used in every course taught at WSU since 1987. This form has been updated several times over the years based on student and faculty feedback. The current version of the form was introduced in fall 2000. The process provides feedback to instructors and information to departments and programs for use in annual faculty reviews. Review of SET scores since 2001 reveals a mean score of "very good" for key questions asking how students rate the course, how much they have learned and how they rate the instructor's teaching. See **Figure 3.1**.



Rewarding Excellence in Teaching

President's Award for Excellence in Teaching

The President's Award for Excellence in Teaching provides recognition for faculty who have made outstanding contributions to teaching. Six faculty members each year receive an unrestricted grant of \$2,500 and a citation.

Distinguished Graduate Faculty Award

The Distinguished Graduate Faculty Award honors faculty whose scholarly achievements have brought distinction to Wayne State's graduate programs. Each award includes a \$2,500 honorarium.

Outstanding Graduate Mentor Award

The Outstanding Graduate Mentor Award honors graduate faculty recognized by their departments and their graduate students as excellent graduate mentors. Four awards are granted annually: one each in the areas of natural sciences and engineering; health sciences; social

sciences; education and business; and the arts and humanities. The award is administered by the Graduate Council, and each award includes a \$2,500 honorarium.

Herberlein Excellence in Teaching Award for Graduate Students

This award recognizes Wayne State graduate students who demonstrate instructional excellence. The competition is open to all graduate students who are currently enrolled in a Wayne State graduate program and who have teaching responsibilities at the University.

Faculty Participation in Professional Organizations

Professional organizations and conferences offer resources for ongoing professional learning and contribution to one's field. A survey of WSU faculty conducted in spring 2006 found that a large number of our faculty are active participants in professional organizations. Ninety percent of WSU faculty, academic administrators and

academic staff stated that they are members of at least one professional organization. Of those who are members of professional organizations, 68% belong to between one and three organizations and 27% belong to four or more professional organizations. At the time of the survey, 38% of our faculty, academic administrators and academic staff were either officers or committee members in their professional organizations. Sixty-eight percent had attended between one and three professional conferences that year and 32% had attended four or more conferences during that time period.

Summary and Evaluation

Wayne State's highly productive research faculty are also consistently good teachers, exemplifying goals set out in the 2001-2006 Strategic Plan: "Establish and sustain a superlative learning experience that builds upon the unique values and attributes of WSU." WSU faculty were authors or co-authors of 21,000 journal articles between 1997 and 2006. From fall 2001 to fall 2005, the mean score achieved by faculty on the Student Evaluation of Teaching was consistently "very good" for key questions on how students rated their courses, how much they learned and how they rated their instructors' teaching. The success of faculty scholars and teachers is attributable to the institution's visible commitment to pedagogical excellence and its reinforcement of that commitment with support services, grants, and awards for faculty and graduate students. The emphasis on teaching begins with the teaching portfolio, required of all faculty. This portfolio plays a key role in performance evaluations and salary consideration. Support includes special awards, technical support, summer institutes, faculty orientation, and services provided by the Technology Resource Center and the Office for Teaching and Learning. The University has made good on its commitment to learning for students and teachers, making it clear to faculty that good teaching is an essential part of their practice as professionals and is supported and rewarded accordingly.



3c. The organization creates effective learning environments.

As an urban research institution, Wayne State is a center of learning with intellectual strength that lies in the diversity of faculty and learners. The University's Strategic Plan emphasizes the importance of engaged learning on a campus that nurtures a culture of success and excellence. The 2004 and 2005 National Survey of Student Engagement (NSSE) benchmark data indicate that the most critical group for long-term student success, freshmen, perceives Wayne State as a supportive learning environment. In 2004, the benchmark mean given by freshmen for WSU's supportive campus environment was 56.6, slightly below Wayne State's most comparable peer group, other urban universities (56.9). Those figures in 2005 were 54.4 and 54.9 respectively. The benchmark scores are somewhat lower for seniors, and in response to NSSE's findings that the institution must place more focus on the undergraduate and freshmen learning experience, the University has taken steps consistent with its Strategic Plan to focus on improving undergraduate programs and the learning environment.

The University created the Associate Vice President for Undergraduate Programs and General Education in 2005 to enhance undergraduate engagement in learning and thereby improve the quality of education. The Associate Vice President oversees undergraduate education and student support services. One of the first steps taken by the Associate Vice President was to bring together the University community at an Academic Summit to examine the current status of undergraduate programs and create an agenda for the future that "tackles the important issue of engaged learning and creating an agenda for change" (www.doso.wayne.edu/SASS.html). Four themes emerged from the summit: engagement in the classroom, engagement outside of the classroom, engaging internal communities, and engaging external communities. These themes are also incorporated into the University's Retention Plan.

The Retention Plan places more emphasis on student learning, encourages more scholarship in teaching and learning endeavors, and creates academically-based learning communities. The learning communities will have trained peer mentors (student facilitators) who interface with students academically and socially. The academic learning communities will include commuter, transfer, and residential students. More emphasis will be placed on the freshman year experience, establishment of learning communities, and integration of student support services into academic affairs.

The Associate Vice President is also responsible for the revision and implementation of general education (www.advising.wayne.edu/curr/gnd1.php). The current General Education Requirements are cumbersome and bureaucratic. The Retention Plan addresses areas of concern that impact student retention such as complex and inflexible requirements. The requirements need to be linked to clearly articulated learning outcomes and assessment. For example, the mathematics requirement prepares students to pass the Mathematics Competency Test. If students cannot pass the test, they cannot graduate. The Associate Vice President is working with multiple units to design and develop effective intervention and mediation programs that will lead to greater student success and retention.

Admissions

The Office of Undergraduate Admissions (OUA) at Wayne State has a comprehensive mission of recruiting and admitting undergraduate students in a customer service-oriented environment. The OUA must respond to many needs of the University, such as communicating information about the University to its constituents in Detroit, the metropolitan community, the state of Michigan, and designated national and international communities of prospective students. From the first contact with a potential student through the process of admission to actual enrollment, the OUA plays a crucial role in implementing Wayne State's Strategic Plan. There are two major components of OUA activities — recruitment and operations. Each depends on the other for efficiency; each contributes to the success of the office and the University in achieving the University's strategic goals.

The OUA focuses major effort on potential students in Detroit and Wayne County. Many of these individuals are not acquainted with the city or familiar with the campus. Many students from the Detroit Public Schools (DPS) do not visit the campus on their own. The office plans bus tours for DPS high school seniors that bring them to campus for a one-day program during the months of March and April. Admissions counselors help the students apply and assist them with the financial aid process.

New Student Orientation

The Student Orientation and Transitions Office (SOTO), established in April 2005, recognizes that extended orientation is needed for incoming students to more thoroughly engage them in the institution and enhance their likelihood of becoming successful learners in the higher education environment. SOTO offers thorough and diverse experiences for new students as they connect with faculty and staff during the first crucial weeks of class. These experiences broaden and clarify the context for the information they receive in the one-day orientation session prior to beginning classes.

Orientation programs include exposure to student services critical for success at Wayne State and introduction to institutional policies and procedures that students will need to navigate without encountering unnecessary obstacles. SOTO currently is in the planning stages of developing a new program that will give students more in-depth experiences than the one-day summer orientation. The program will focus on academic success and offer some fun community-building experiences, without losing the focus on the importance of preparing for learning in a new environment. The office is also working with the Associate Vice President for Undergraduate Programs on revamping learning communities that address student engagement. The office redesigned the first-year experience website as part of the newly launched SOTO website linking students with important information resources and opportunities to connect with campus life and culture. There is a separate section for transfer students, developed in response to the special needs of that population (www.orientation.wayne.edu/index.php).

Assessing Student Readiness to Learn

Wayne State has resolved to develop and pursue educational practices that will achieve its stated urban teaching mission. Engaging in educational practices that have been linked to high levels of learning and skill development is essential if Wayne State is to sustain its position as a major university focused on research, development and dissemination of new knowledge. Accepting urban students who matriculate with academic preparedness below that which is required for success at a graduate research institution poses a significant challenge in the context of national recognition for excellence. However, it is a challenge Wayne State has embraced, and the University is now focusing a considerable portion of its resources on teaching the students who are the direct beneficiaries of the “urban teaching mission.” The first step in continuous improvement is the analysis of pertinent data. WSU’s six-year graduation rate of African Americans primarily matriculating from Detroit Public Schools is extremely low. Adopting and including faculty expectations for curricular, co-curricular, and extra-curricular educational activities that are associated with high levels of learning, in concert with the developmental goal of meeting students where they are and moving forward, may be the best hope of improving high attrition and low graduation rates among this population. Under Criterion 3c, we enumerate some of the strategies being developed and employed at the University.

Testing at Wayne State is the first step in assessing the ability of our student population to succeed in higher education. Our testing procedures enable us to direct students, high and low achievers, to the level of study they are prepared to assume. Direct assessment of student learning at WSU is continuous and begins as soon as the student is admitted, via placement and qualifying examinations for course selection. It continues through proficiency examinations and general education competency requirement test-out examinations at various stages of the students’ academic careers at both the lower and upper division levels. Students are informed through the University Bulletin and various advising venues of the tests they will encounter as they progress through their respective programs.

The University testing office (Testing, Evaluation and Research Services) administers

and/or coordinates the administration of the institutional exams specified below that satisfy general education competency/proficiency, and course placement/qualifying requirements. Information on all of these examinations can be found at www.testing.wayne.edu.

Chemistry Placement Examination (CPE)

This is for any major that requires chemistry. CHM 1040 is the lowest possible course placement. Chemistry courses in the college catalog with lower numbers are for non-majors to meet General Education Requirements. Therefore, the only placements are Pass = CHM 1220 and Fail = CHM 1040. Students who did not take high school chemistry may request the Department of Chemistry’s permission to enroll in CHM 1040 without the exam. Information about the test can be found at www.testing.wayne.edu.

English Qualifying Examination (EQE)

For calendar years 2002-2005, all students sat for the English Qualifying Examination (EQE) in order to determine placement in the appropriate freshman English course, unless they had met the Basic Composition requirement by receiving transfer credit or credit through the College Entrance Examination Board (CEEB), Advanced Placement (AP), or College-Level Examination Program (CLEP).

The EQE places students into one of the following courses:

ENG 1010	Basic Writing (NOTE: two of four credits are remedial)
ENG 1020	Introductory College Writing

The Educational Testing Service (ETS Criterion™ Online Writing Evaluation) is currently being piloted to replace the EQE. Beginning fall semester, 2006 ACT Assessment English and Reading scores will be used for placement into ENG 1010/1020. Placement into ENG 1020 will be based on the student having attained an ACT English Score of 21 or better. Students scoring 20 or below will be placed into ENG 1010. Students wishing to appeal their ACT placement must sit for the English Qualifying Examination (EQE), which for fall semester 2006 will be a continuation of the pilot testing of the ETS Criterion™ Online Writing Evaluation.

English Proficiency Examination (EPE)

All undergraduate students who register for the first time at Wayne State are required to demonstrate proficiency in English by the time they have earned 60 credits toward a bachelor's degree. The proficiency establishes a minimum standard throughout the University, and students who meet this standard have satisfied the University-wide requirement. Individual colleges or schools, as part of their own requirements, may set higher standards as a prerequisite for admission to a major or as a prerequisite for enrollment in certain classes. The exam is a constructive writing exercise in reading composition, critical thinking, and writing response. It is timed for two hours. Total test administration time is approximately two and a half hours.

Mathematics Placement Examination (MPE)

The Mathematics Placement Examination is required for placement into the mathematics courses listed below.

The mathematics courses students are required to take are determined by the major or pre-professional curriculum. Academic advisors assist students in choosing the correct courses. Based on MPE scores, students are placed into one or more of the following courses:

MAT 0993	N/A	Beginning Algebra
MAT 0995	Level 1	Intermediate Algebra
MAT 1000	Level 1	Math in Today's World
MAT 1050	Level 1	Algebra with Trigonometry
MAT 1110	Level 2	Mathematics for Elementary School Teachers I
MAT 1120	Level 2	Mathematics for Elementary School Teachers II
MAT 1500	Level 2	Finite Mathematics for the Social and Management Sciences

MAT 1800 Level 2 Elementary Functions

MAT 2010 Level 3 Calculus I

Additionally, if students have taken the American College Test (ACT) within 24 months of the date they take the WSU examination, it is possible that the ACT mathematics score, in combination with the MPE scores, may qualify the student for a mathematics course for which the placement examination scores alone are insufficient.

Test-out Options for General Education Competency Requirements

Computer Literacy Competency Examination (CLCE)

The Computer Literacy Competency Exam (CLCE) was revised significantly and implemented in the revised form for winter semester 2006. A description of the exam and the complete set of objectives may be found at www.testing.wayne.edu. Although the new CLCE is presently considered a General Education test-out option for students, in the future it is slated to become a Placement/Qualifying Examination so that students who do not satisfy the requirement via task performance on the exam are directed to developmental course work in which they will learn the information technology skills needed to be successful in their general course work.

Mathematics Competency Examination (MCE)

All undergraduate students who have registered for the first time at Wayne State since fall semester 1983 are required to demonstrate proficiency in mathematics by the time they have earned 60 semester credits toward the bachelor's degree. The rules for establishing proficiency have changed over the years. One method for satisfying Mathematics Competency (MC) is by achieving a satisfactory score on the Mathematics Proficiency Examination test-out option. The instrument approved for satisfying MC from 1983 through 1991 was a WSU institutional exam written by the Department of Mathematics in which students had to achieve a raw score of 20 out of 50 (40% correct) in a two-hour time limit.

Beginning in 1992, the College Entrance Examination Board (CEEB), College-Level Examination Program (CLEP), Education

Assessment Series (EAS), and Examination in Mathematics were adopted. In 2002, the Educational Testing Service, the psychometric agent for the CEEB, withdrew permission to use that instrument.

At that time, the General Education Implementation Committee gave responsibility for choosing a new instrument to the WSU Mathematics Department. A new Mathematics Placement Examination was designed and implemented for fall semester 2002. Placement out of MAT 0993 (Beginning Algebra) and into any higher level course was designated as having met the basic requirement. The requirement was changed beginning fall semester 2005 to placement out of MAT 1050 and into any mathematics course at or above MAT 1500.

Oral Communication Competency Examination (Level One)

All undergraduate students at WSU must establish oral competency prior to completing 60 credits. They can do so by completing specified course work or by passing the Oral Communication Competency Exam, which includes a written exam consisting of 100 multiple-choice questions and an oral performance. Additional information about the General Education OC Test-out instrument can be found at www.testing.wayne.edu.

Sharing Assessment Information

WSU gives feedback to feeder schools on the performance of students on qualifying/placement/proficiency/competency exams upon request made either to the Office of the Provost, or to the WSU department owning responsibility for the exam, which is administered by the University Testing Office.

Placement rates and General Education Competency pass/fail rates are routinely provided. A summary of associated pass rates for the most often selected test-out options from 1999 through 2005 is shown in **Figure 3.2**.

Changes in pass rates in the Mathematics Proficiency Examination occurred when a change was made from a standardized testing instrument to one that was developed by the Mathematics Department.

Academic Advising

Advising systems focus on student learning and the mastery of skills for academic success. The University Advising Center (UAC) seeks to create a vital link between the University community and its undergraduate students, articulate the institution's academic purposes, and help students understand and negotiate the institution's rules, regulations and requirements.

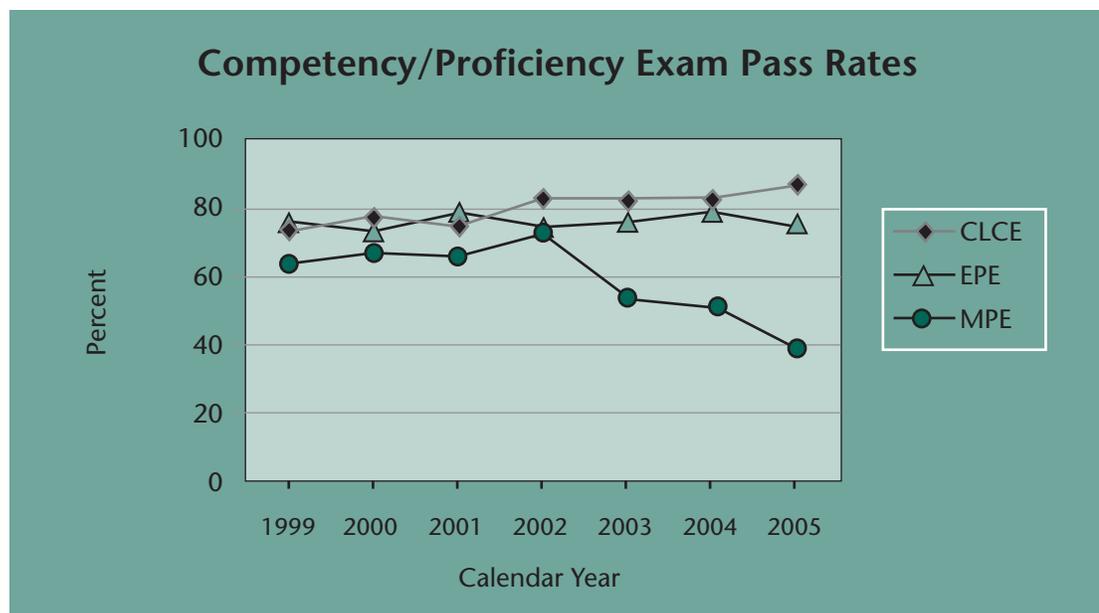


Figure 3.2

In 2001, UAC was moved from Student Affairs to Academic Affairs. The move better enabled this unit to interact with academic units and have input into policy decisions. The staff has welcomed the use of technology for better and faster communication with students. Electronic records provide easy access to grades and transcripts. The UAC continues to be an active partner in orientations. There are several initiatives for connecting with students earlier to identify academic difficulty and provide intervention sooner. At present, some colleges and schools that admit first-year students are responsible for all advising. Others utilize the University Advising Office, particularly for general advising.

Academic Probation (P1) Program

Many FTIAC (first time enrolled in any college) students experience academic difficulty in their first semester at WSU and are placed on academic probation (termed P1) with limited intervention in the following term to address their difficulties. After fall 2005, there were 392 FTIAC P1 students who needed intervention but did not receive it. The failure to adequately intervene with these FTIAC P1 students could lead to successive terms of academic probation and possible expulsion from the University if they do not reach a 2.0 GPA. To improve this situation, UAC is initiating the FTIAC P1 Intervention Program to reduce the number of FTIAC P1 students on probation for a second term (termed P2). It is hoped that intervening in identified problem areas in the semester following their initial probation will lower the likelihood that a student will become P2. As the program unfolds, advisors and students will be able to assess the effectiveness of the interventions to help them.

Advising in Schools and Colleges

Schools and colleges have their own advising staffs to orient students to the specifics of their programs and facilitate engagement in the activities of the unit as well as the University as a whole. The College of Engineering provides a good example of this level of advising. The College of Engineering has a core advising team to provide academic advising and to monitor student progress of all Engineering students. Each advisor is assigned one primary department whose students he/she works with on a regular basis. All advisors are also trained to provide

cross-coverage in order to assist students from another department when a particular advisor is not available.

The primary role of these academic advisors is to assist students with developing their plans of work and progress toward completion of their degrees. Students are encouraged to meet at least once per semester with their advisor to review their progress and plan their next semester's courses. The academic advising staff also works closely with the undergraduate program directors to enforce college and departmental policies.

At the end of each semester, advisors review student records and contact those students who are on academic probation (GPA less than 2.0) or who have received substandard grades (D+ or below) in any of their courses. At this time, the student is reminded of the College policies regarding repeated courses, substandard grades, and multiple semesters on probation. Advisors also provide students with information on resources available to help them succeed academically, including tutoring and the Academic Success Center. Students on probation for a second semester or who are at risk of exclusion based on an excessive number of substandard grades are referred to the Associate Dean for Academic Affairs for a meeting.

There are a number of monitoring mechanisms in place to prevent students from straying too far from their intended academic path. The College checks prerequisites through Banner at the time of registration. Students are not allowed to register for the next course in a sequence until they have satisfactorily completed (C- or higher) the listed prerequisite courses. Any student who wishes to receive a waiver on a prerequisite must submit an Academic Petition to the department teaching the course, justifying why they feel an exception should be made.

The School of Business Administration has also recently started providing advising to all levels of students interested in a business degree. New freshmen admitted to the University who wish to pursue a major in any of the six Business fields are admitted directly to the School. The direct admission provides pre-Business students with seamless, direct, and focused advising about Business curriculum, and provides increased opportunity for mentorship by faculty and external Business stakeholders. This early

contact enables the School to create and manage an effective learning community to improve retention. The School has advisors who meet with new students and follow them through their academic program.

Other schools and colleges have advising programs that focus on their own specialties as well as complement the work of the University Advising Office.

University Advising Forums

In order to connect with faculty and establish better collaboration between departments and advisors, UAC initiated Advising Forums. Each Forum has a theme such as how advising can assist with student retention, working with international students, understanding University policies, changes in grading practices, and review of General Education Requirements. The forums are well-received and attended.

Academic Success Center (ASC)

The mission of Wayne State's Academic Success Center is to help students become independent and motivated learners. To support students' success in the University environment, the Academic Success Center (ASC) seeks to provide individualized services and tools to develop effective learning skills. The Academic Success Center works closely with Academic Advising as a partner in the P1 program and the reinstatement process. ASC provides workshops to assist at-risk students with learning strategies, time management, and other coping skills to successfully re-enter the University. ASC staff also works directly with colleges and departments to develop and provide workshops and services to support student success.

Research indicates that students benefit from attending the Academic Success Center. Archival data from 2001 to 2003 was examined. Ninety-seven students who attended the Center for more than one semester were tracked. These students demonstrated strong retention and grades. Ninety-six percent of the first-year students were still enrolled by their second year. Average retention of the total sample was 88%. The average GPA went from 2.89 to 3.05 from 2003 to 2004.

Supplemental Instruction (SI)

Supplemental Instruction (SI) has successfully brought together faculty and ASC staff dedicated to promoting academic success for all Wayne State students. In cooperation with faculty in traditionally challenging classes, Supplemental Instruction helps students learn how to solve problems, organize classroom materials, develop effective study strategies and achieve course expectations. SI sessions are informal group study sessions focused on helping students learn to be successful in challenging courses. National data suggest that students who attend SI sessions regularly earn one-half to a full-letter grade better than students who do not take advantage of such services. In all classes, grades were higher for those regularly attending SI than for those who did not. See **Table 3.4**.

Evaluations are conducted with students who have attended SI sessions to determine if the SI leader has met their needs, and with students who did not attend SI sessions to discover their reasons for not attending. Evaluations also revealed whether or not students were aware that SI was available for a particular class. The majority of evaluations praised the high quality of the services, the professionalism of the SI leaders and the comprehensive nature of the program. Students who identified themselves as not attending SI primarily reported that a) they prefer to study alone; b) they were doing well and didn't need to attend; or c) the times of the sessions did not fit into their busy schedules.

Tutor Institute

On April 15, 2005, the Academic Success Center and the Comerica Charitable Foundation hosted the first-ever Tutor Institute in the Undergraduate Library. This one-day conference offered student tutors, tutoring professionals and interested faculty and academic staff across campus a chance to meet, share ideas, and learn new skills for working with students. The Academic Success Center, Math Resource Center, Writing Center, Project 350, and the Division of Community Education (DCE) planned the conference. Though many departments offer tutoring on campus or at extension centers, few opportunities brought the departments together until this event. Through small breakout sessions and roundtable discussions, participants had the opportunity to learn new skills and discuss ways to collaborate.

Supplemental Instruction (SI) Academic Year 2005 through 2006

Course Name	Total Number of Students	Students Not Attending SI	Students Attending SI	Percent of Students Attending SI	Percent of Students Who DID NOT ATTEND SI Who Received A to C-	Percent of Students Who DID ATTEND SI Who Received A to C-
ACC 3010	348	287	61	18	47	77
ACC 3020	265	236	29	11	17	66
BE 1010	130	117	13	10	42	62
BIO 1500	501	390	111	22	55	79
BIO 2870	185	121	64	35	52	95
CHM 1020	315	240	75	24	55	61
CHM 1030	76	53	23	30	83	83
CHM 1040	260	202	58	22	57	67
CHM 1220/1225	337	277	60	18	65	85
CHM 1240	281	215	66	23	43	56
CHM 2220	211	204	7	3	65	71
PSY 1010	1029	1003	26	3	63	73
PSY 3120	56	38	18	32	45	89

In all classes, grades were higher for those attending SI regularly than for those who did not.

Table 3.4

Session presenters included students, staff and faculty from main campus and the extension centers.

The second annual Tutor Institute was held on April 13, 2006, at McGregor Memorial Conference Center. One hundred thirteen participants attended the Institute. Twenty-four percent of those were from off-campus sites. Attendees reported learning useful information and strategies at the conference that they can use in their current positions. The majority of the students were first-time attendees, and they gained conference experience as participants and as presenters.

Educational Accessibility Services (EAS)

Educational Accessibility Services (EAS) is the unit that provides targeted services for students with disabilities. The number of students with disabilities is growing. In fall 2004, EAS administered alternative tests to 189 students, with staff proctoring exams for 350 hours. In fall 2005, 465 exams were administered, utilizing 715 hours of staff time. The staff worked with 217 students, making multiple visits equaling over 2,000 hours. From January to the end of February, 201 students saw counselors for multiple visits totaling over 960 hours. For exams administered and time spent for three semesters. See **Table 3.5**.

EAS Administered Exams			
	Fall 2004	Fall 2005	Winter 2006
Classroom Exams	176	446	326
University Exams (required for graduation and placement)	13	19	14
Total Number of Exams Administered	189	465	340
Total Minutes	20,998	42,897	31,244

Table 3.5

EAS has created The Faculty Forum, a Blackboard™ based training module to help faculty develop competency in accommodating students with disabilities. The Faculty Forum addresses several key areas such as universal design, specific academic educational accommodations, and key components of legislation pertaining to higher education. EAS also fosters empowerment groups designed to be supportive, promote independence, ensure compliance, and promote the development of student self-advocacy skills and self-determination while maintaining personal academic standards.

Project ABLE

Faculty plays a critical role in the success of students with disabilities by providing a supportive learning environment that welcomes students into their classes and programs and working with the EAS office to provide reasonable accommodations. EAS is initiating a new program, ABLE, to support faculty in creating a quality learning environment that encourages and facilitates academic success for students with disabilities. To meet student academic needs and faculty resource and training needs, ABLE offers training for an identified departmental liaison to help assure that accommodations are available. The departmental liaison is trained to understand the accommodation process and assist faculty when a student is certified by EAS to receive special accommodations. When the student presents the accommodation notice to the

professor, and after the professor signs the form, the liaison works with both faculty and student to provide the designated accommodation. The liaison also receives a copy of the signed accommodation form and serves as a resource and first responder if the student feels that the instructor has not properly complied. The liaison will also assist the instructor in incorporating a disability statement into his/her syllabus.

Transition 101

Educational Accessibility Services has sponsored two Transition 101 events. The purpose of these events is to inform high school personnel and individuals with disabilities and their families about the differences in services offered in high school and in college. The events provide information on services available at Wayne State and the procedures for obtaining them. Transition 101 programs have included both campus and community representatives presenting on such topics as WSU Educational Accessibility Services, Office of Undergraduate Admissions, Academic Success Center, Project 350, University Advising Center, Community Commission for the Blind, and Michigan Rehabilitation Services.

Specialized Support Programs

Chicano-Boricua Studies Program

The Chicano-Boricua Studies Program is one example of support programs instituted at WSU to address the issue of underserved

populations in this and other urban centers. The mission of the Center for Chicano-Boricua Studies (CBS) (www.clas.wayne.edu/cbs) is to transform the University, and ultimately society, by providing equitable access to a quality university education to Latina/o students in the Detroit metropolitan area, and to enhance the environment of diversity on the campus. The Center accomplishes its mission through a four-part program in 1) student services; 2) research on Latina/o and Latin American issues; 3) internal University advocacy on Latina/o perspectives; and 4) outreach to the Latina/o and larger metropolitan communities. The research and teaching specializations of the faculty associated with the Center are Mexican history, Caribbean history, South American literature, United States Latina/o history and student learning strategies in higher education.

Interdisciplinary Studies

The Department of Interdisciplinary Studies (IS) provides a unique university education with a distinctive curriculum tailored to adult learners. A goal is to meet the needs of adult learners in a constantly changing workplace and community. Drawing upon current educational theory on adult learning, the curriculum emphasizes written and oral communication skills, familiarity with information technologies, problem-solving and critical thinking strategies, self-expression, sensitivity to multiculturalism, and interdisciplinary and collaborative learning.

Faculty and academic staff in Interdisciplinary Studies recognize the need for counseling adult learners. It is a truism within the field of adult education that adult students have a greater need for counseling, since they are less likely to have peers or family to provide support or information. Advising and counseling are conducted on an ongoing basis, although the middle of the semester best lends itself to the time needed for a thorough “academic check-up” as well as addressing questions that arise. The professional support that counselors provide for faculty regarding instructional accommodations is vital when learning problems arise in class. Also, the personal relationships with advisors are critical for adult students, along with the ongoing informal advising that faculty provide in conjunction with their teaching.

Strategies

Among the policies and procedures in place for increasing retention of at-risk students through the Interdisciplinary Studies program are:

- In-depth counseling by Student Services staff;
- Early intervention through ISP 2030/3080 and WSU’s Early Academic Assessment Program in which the faculty member identifies students in below 3000-level classes who are seen as “at risk.” These students are sent an e-mail from WSU encouraging them to improve in weak academic areas, and to visit the WSU Academic Success Center for help;
- Grant projects specifically dedicated to retention by the Black United Fund. This included a 2000-03 grant to offer tutorial courses for students;
- Tutorials in mathematics and English (including an online math tutorial);
- Developmental courses in mathematics and English; and
- Informal advising/mentoring by faculty.

Engineering Bridge Program

Students who are admissible to the University but who do not meet the minimum standards for the Engineering pre-professional program (either 3.0 math/science GPA, 21 or higher on the Math ACT, or placement into pre-calculus or above) are admitted to the Engineering Bridge Program. This program was developed based on the assessment that only about 25% of students who started an Engineering program by placing into basic or advanced algebra remained in the College after four years. Many of these students have the potential to succeed in engineering, but have not developed adequate foundational skills. The primary goal of the Bridge Program is to provide students with knowledge and skills necessary to succeed in an undergraduate engineering program.

Bridge students must complete a one-year program of math (algebra and pre-calculus), science (chemistry and physics), English, and pre-engineering courses with a minimum grade-point average of 3.0 in order to progress into the pre-professional program of their choice.

This minimum grade-point average has been set to be equal to the level expected from students entering directly from high school taking these same courses. Students receive intensive advising and monitoring, and participate in a mandatory mentorship program. Students who do not meet these requirements after the completion of the one-year program are counseled to select a program other than engineering. The secondary goal of the program is to retain students at the University by helping to determine what educational path meets their goals and skills before they become discouraged and drop out.

Implemented in fall 2004, the Engineering Bridge Program has included approximately 320 students in its first two years. A full assessment of the first two years is currently being conducted, with the preliminary report to be available for review in fall 2006 in the NCA Resource Library.

Comerica Scholars

Comerica Scholars are Detroit Public Schools (DPS) students who earned at least a 3.0 GPA in high school and a 21 ACT composite score. Many Comerica Scholars are the first generation in their families to attend college. Generally, this cohort of students is made up of predominantly African American and Latino students. Seventy-two percent of the families of DPS students are economically disadvantaged.

For various reasons, highly capable students may be underserved at many Detroit high schools, and this puts them at a disadvantage entering college. This year, thanks to the Comerica Charitable Fund endowment, the Academic Success Center is developing a leadership and retention program for students in the two primary scholarship programs targeting minority students: the Detroit Compact Scholars and the Wade McCree students. The vision of the Comerica Scholars Program is to become a national model for assisting and encouraging gifted and talented minority students to excel in academics, leadership, and service. The Comerica Scholars will be exposed to the best that Wayne State has to offer. The program goals are designed to enhance and build upon the students' demonstrated abilities and help them transition into successful students at the university level.

TRIO/Access Programs (Project 350)

Federal TRIO /ACCESS Programs provide academic assistance and support services to promising youths, adult learners, and WSU students who have been historically under-represented in higher education due to economic deprivation or poor academic preparation, or who are first-generation college students. Over the last 10 years, the TRIO Student Support Services Program (Project 350) Summer Component has changed from a commuter program to a residential one. Data on the academic success and retention of Project 350 students indicate that the commuter program was ineffective in specific areas. The Summer Component was redesigned to include a mandatory residential program that provides greater opportunities for student engagement and the development of community among participants. Student learning and academic persistence as measured in grades, math and English proficiency testing, and retention to the second year have all shown improvement.

TRIO/ACCESS Programs added the Ronald E. McNair Post-Baccalaureate Scholars Program to our program portfolio in 2003. The McNair Scholars Program is designed to provide TRIO-eligible undergraduates with opportunities to conduct undergraduate research, present at national conferences, and find support during the Graduate School admissions process. This program grant came about in response to the Council of Graduate Schools' observation that WSU enrollment data indicated low rates of graduate school participation and Ph.D. attainment by TRIO-eligible students.

The second change in departmental focus has been the addition of the Child Care Means Parents In School Program (CCAMPISP). In response to the paucity of affordable child-care options for WSU low-income student-parents, federal TRIO/ACCESS formed a partnership with the Merrill-Palmer Skillman Institute's Child Development Laboratory to obtain this grant. The Child Development Laboratory provides child-care at an 80% discounted rate. TRIO/ACCESS provides personal and academic counseling, and retention and graduation tracking for eligible student-parents. In 2004, in order to meet the motivational, recognition and support needs of high-achieving TRIO, DCE, and CBS

students, the TRIO/ACCESS office spearheaded the chartering of the Delta Omicron Chapter of Chi Alpha Epsilon National Honor Society. Chi Alpha Epsilon is an officially registered Honor Society. It was formed to recognize the academic achievements of students admitted to colleges and universities through non-traditional criteria.

King-Chavez-Parks Future Faculty Fellowship Program

The King-Chavez-Parks Future Faculty Fellowship Program was established in 1986 by the Michigan State Legislature. The purpose of the program is to increase the pool of Native American, Latino and African Americans pursuing faculty teaching careers in Michigan institutions of higher education. King-Chavez-Parks Future Faculty Fellowships (KCP) are funded from an annual State of Michigan appropriation to Wayne State University. The Graduate School holds a competition for KCP awards and provides recipients with financial assistance to pursue doctoral degrees. Each Fellow is awarded a stipend from one to four years, up to a maximum of \$35,000. The KCP Fellowship may be used to supplement other awards.

KCP Fellows agree to complete a doctoral program within eight years of receiving the Fellowship and are obligated, by a signed agreement, to remain in faculty teaching positions in public or private post-secondary institutions for a minimum of three full-time-equivalent years. A KCP Fellow has one year following degree completion to obtain a faculty position. The King-Chavez-Parks Future Faculty Fellowship Program is administered by the Graduate School with the support of the Michigan Department of Career Development, Office of Postsecondary Services, King-Chavez-Parks Initiative.

Alliance of Graduate Education and the Professoriate (AGEP)

Wayne State University, University of Michigan, Michigan State University and Western Michigan University comprise the Michigan AGEP Alliance for Graduate Education and the Professoriate (AGEP) Program. The AGEP Program, funded by the National Science Foundation, recruits, supports and mentors under-represented minority students who earn doctoral degrees in science, technology, engineering, and mathematics

(STEM) disciplines. A second grant supports students in the social, behavioral, and economic sciences (SBE).

The AGEP program is intended to increase the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups under-represented in these fields (i.e., African Americans, Hispanics, American Indians, Alaskan Natives, Native Hawaiians or other Pacific Islanders). In addition, AGEP is particularly interested in increasing diversity among those who will enter the professoriate in these disciplines. Specific objectives of the AGEP Program are (1) to develop and implement innovative models for recruiting, mentoring, and retaining minority students in STEM and SBE doctoral programs; and (2) to develop effective strategies for identifying and supporting under-represented minorities who want to pursue academic careers.

Honors Program

As a means of increasing the graduation rates and supporting highly motivated and accomplished students, the Honors Program offers undergraduates personal attention by creating an academic community, providing individual counseling and tutoring, and offering a number of unique educational opportunities, designated study areas, and computer labs. The Honors Program promotes four pillars: community, service, research and career. Each year, an individual theme is followed. The first-year students take courses that introduce them to the city. The second year promotes service and learning; the Detroit Fellows Tutoring Project provides one opportunity in this area. The students earn course credits while serving the community by tutoring elementary students. In the junior year, research is encouraged. Working with faculty mentors, students can apply for undergraduate research grants preparing them for graduate school. Students can also apply to attend two conferences — one regional and one national — to present their work. In the senior year, students concentrate on careers through the completion of a senior thesis and development of post-graduate plans. The Honors Program partners with the Graduate School to provide students with information assistance that supports admission into graduate programs.

The University, through the Provost's office and the Honors Program, continues to promote the "quality first-year experience" and enhancement of the quality of undergraduate studies through Scholars Day. This invitation-only event provides students and parents with exposure to University programs and facilities. All students who attend qualify for scholarships ranging from \$1,500 per year to full tuition and fees. Another focus area within the Honors Program is the early admission programs. The School of Medicine has MedStart, the GradStart program in the College of Engineering, the School of Business has B Start, and HealthPro Start is the Eugene Applebaum College of Pharmacy and Health Sciences' program. These programs guarantee incoming freshmen admission to graduate programs and offer first-year graduate school financial support. Freshmen students admitted to these programs are exposed to many areas of research to assist them in choosing areas of concentration for their theses based on experience instead of guesswork. Students qualify for admission to these programs based on academic performance, community service, recommendations, and exemplary scholarship.

Residential Life/Learning Communities (LC)

One of the early initiatives promoted by President Reid and recommended in the 2001-2006 Strategic Plan was to build a campus community by constructing residence halls. This initiative was focused on growing enrollment and assisting in retention by building support for students outside of the classroom. In 2002, the first 370-bed residence hall that would come to be known as Ghafari Hall was opened, followed closely in 2003 with the opening of an additional 465 beds in South Hall. These residence halls provide traditional double and triple rooms with private baths and community dining halls. They helped fill a critical need on campus for room and board facilities. The amenities these facilities offer are high-speed Internet connections, cable television, laundry rooms, lounges, study rooms, and a community room.

"We believe that the investment by Wayne State University [to build residence halls] is really a vital component to the vitality of Detroit," Tammy Carnrike, Detroit Regional Chamber of Commerce Chief Operating

Officer, told the *Detroit Free Press* in August. "It only enhances the quality of life even more."

In 2005, the University opened The Towers Residential Suites. This facility has one 11-story and one nine-story tower with 970 beds. This facility offers suite-style living with double, triple, and quad units that share living space and bathroom facilities. Geared more toward upper classmen and graduate students, The Towers has lounges, laundry and fitness rooms, and a large dining hall.

Learning Communities for freshmen and sophomores were earlier instituted in Ghafari and South Halls, and The Towers provided an opportunity to create the same kind of environment for upperclassmen. The Learning Communities (www.liveandlearn.wayne.edu) promote collaborative learning and interaction between students and faculty, providing academic and social opportunities around themed subjects. Students can select from several themes ranging from academic majors to areas of interest such as leadership or healthy lifestyles.

The Learning Communities were piloted in 2004-05 and formative evaluation was conducted. The report for this evaluation included the following conclusion: "Involvement in an LC is viewed by Resident Advisors (RAs) as a great advantage, and a definite asset in providing connections between the social and academic worlds at WSU, between students, and between faculty and students. Faculty Associates (FAs) believe that the LC has considerable potential benefit for WSU students, and are mostly positive about the future of the program. Over one-third of the students surveyed said they will sign up for an LC next academic year, and over half of the students would recommend LCs to other students."

A new proposal process for continuing and new learning communities was instituted for fall 2006. Each learning community submitted learning objectives, program plans, an assessment matrix, a peer mentor plan, and a budget. Learning communities for 2006-07 include Men Learning Together, Veterans, Project 350-TRIO Mathematics, Comerica Scholars, Business Administration, Chicano-Boricua Studies, Deutches Haus, Division of Community Education, Education, Engineering Bridge, Emerging Scholars Program Math, Fine,

Performing and Communication Arts, Health Sciences, Honors, Instructional Technology, Louis Stokes Alliance for Minority Participation, and Nursing. Examples of learning objectives from two of the learning communities are provided below. Outcomes for all Learning Communities are available in the NCA Resource Library.

Veterans Learning Community (VLC)

Outcomes: Retain 75% of all VLC participants into the second semester (from fall 06-winter 07). Achieve 2.0 GPA among the VLC participants through first and second semesters. Demonstrate high satisfaction and motivation levels among at least 85% of the VLC participants by the second semester (winter 2007) as measured by established survey techniques.

ACCESS Project 350-TRIO Mathematics

Outcomes: Establish a learning environment for FTIACs (first time in any college) admitted through TRIO, to build upon existing math skills such that 70% of FTIACs pass the Math Proficiency Exam. Enhance the math learning experience by fostering a culture of success and excellence as measured by 95% attendance at tutorial sessions and 85% of students raising their pre-test scores on the post-test. Develop partnerships with University programs to strengthen networking opportunities for the enrichment of the FTIAC experience.

A Learning Community Assessment Committee is being established to (1) review the assessment matrices; (2) develop and implement programmatic assessments across all learning communities; and (3) assist individual learning communities in assessing their specific objectives. A comprehensive learning community assessment report will be issued at the end of winter semester 2007 at a Learning Community workshop. This process will continue on an annual basis.

International Programs

The Office of International Students and Scholars (OISS) supports and enhances the educational, cultural, and social experiences of international students and scholars at Wayne State. OISS serves as the primary link for international students and scholars to the University, the community, the federal government, and public and private

agencies, and organizations. In 2005, The Office of International Programs (OIP) was created to prepare students for globalization. OIP promotes excellence in service to the WSU faculty, to students, staff and the Detroit community in all areas related to International Education. OIP is comprised of the OISS, Study Abroad, World Bridge, and the English Language Institute. OISS provides workshops, programming, orientation, and opportunities for cultural exchange between WSU non-immigrant students (F1, J1 visa holders) and U.S. students in grades K-12. This structured program will provide an education for U.S. students on global issues, while offering our non-immigrant students an opportunity to learn about American culture.

The Global Teaching Fellows Program (GTF) at Wayne State was established in January 2006 as a new global education initiative spearheaded by the Office of International Programs and the Department of English (College of Liberal Arts and Sciences). The GTF program was specifically designed to introduce issues in globalization to large numbers of students in the lower division of the undergraduate program at Wayne State. The objectives of the GTF program are:

- To develop specialized training related to globalization issues for graduate teaching assistants who will teach lower division courses with a global focus (for example, utilizing readings in various aspects of globalization as launch platforms for discussion and writing in English Composition courses that are required for all undergraduate students at Wayne State); and
- To expand to other WSU departments that have strong responsibilities related to course work in the lower division (for example, History and Political Science).

Career Services

Wayne State offers “World-Class Education in the Real World,” which links students with the fields in which they will apply their education after graduation. Internships, co-operative education opportunities, full-time employment while in school, and ultimately professional employment are key ways in which students can link what is learned in the classroom to the “real world.” Recognizing the importance of this area

in student learning and development, Career Services has changed from a consolidated group of services named University Counseling and Placement Services to a single unit called Career Services with a mission devoted exclusively to the delivery of career-related services. In the present configuration, Career Services is comprised primarily of four essential areas: Career Development, Co-operative Education/ Internships, Professional Employment, and Student Employment. Career Development focuses on student employment, providing information on internships, co-operative education and professional employment skills. The office facilitates exposure to potential job opportunities through in-house and online job posting, resume referral, on-campus interviewing, and workshops on career-related topics.

Parents' Association

The University offers a Parents' Association through the Dean of Students Office. Formed in 2004, the Parents' Association currently has 800 members. An extensive website for the WSU Parents' Association and parent resources is at www.doso.wayne.edu/parents/index.htm.

At the summer orientation sessions, parents complete an evaluation of the orientation program and describe their interests and expectations of services and resources. Association membership is free, helping family members connect to the University. The Association also offers a toll-free help line and e-mail updates. Parents have reported that they enjoy being informed and involved with the University in order to better assist their students in achieving success.

Mort Harris Recreation and Fitness Center (MHRFC)

One of the strategic directions outlined in the 2001 Strategic Plan was to enhance the quality of campus life by increasing opportunities for social and recreational activities. One of the first construction projects President Reid initiated after his appointment was the Mort Harris Recreation and Fitness Center. This modern glass façade structure is located in the heart of the campus, completing the triad of student support buildings (the MHRFC, the Student Center Building and

the Undergraduate Library). This state-of-the-art facility offers a variety of programs for students and faculty. (www.rfc.wayne.edu)

Summary and Evaluation

The University has responded consistently and creatively in attempts to provide effective learning environments for a diverse student body facing the special challenges associated with our urban setting. We were challenged by recent NSSE findings that urged us to place more emphasis on undergraduate education and the freshman experience. In response, the Provost created a new position, Associate Vice President for Undergraduate Programs and General Education, with the first AVP taking office in August 2005. By consolidating various reports in that office, the University can more effectively manage its overall retention plan, especially as it addresses undergraduate education. Numerous units across campus assume overlapping responsibility for supporting our students. The work of these units is an ongoing priority with some initiatives being new, such as the Student Orientation and Transitions Office or the initiative for Learning Communities associated with our new residence halls. Other units have been in place for years, such as Admissions, but with renewed emphasis on quality performance reflected in the move of Admissions to Academic Affairs. The new retention plan delineated in 2c should help us increase student success in an organized manner.

The University is addressing the needs of a diverse range of students. Adult learners benefit from our Interdisciplinary Studies Program. Students with special needs benefit from specialized programs such as Project 350, DCE, and Chicano-Boricua Studies. Students performing at the highest level academically are the constituents of our newly-enhanced Honors Program. Other initiatives have proved particularly effective, such as the Academic Success Center, the Supplemental Instruction Program, special programs in the schools and colleges, and Educational Accessibility Services. The University supports a range of learning environments because our students bring a wide range of differences to the institution. Properly supported, those differences provide a richness to the University's urban setting.

on enhancing service to our community. A new website has been developed in response to indications that it was difficult to locate resources, particularly electronic resources. The Libraries have installed article linker software in order to allow seamless access to any full-text journal article regardless of the database in which it resides, and implemented EZProxy software to enhance our clients' ability to access resources from home. Both of these software packages have had an important impact on the WSU community's ability to access electronic full-text materials.

The 2005 LibQUAL+ survey demonstrated our clients' continuing desire for expanded and improved electronic access to information, but also led the Libraries to develop strategies to improve the physical environment and service. In response to a gap analysis, the University Libraries have taken steps to manage noise and other distractions, improve lighting and decor, and expand study space to make their facilities inviting, comfortable, and conducive to study and learning. Two questions related to "dependability in handling users' service problems" and "employees with knowledge to answer users' questions" led us to expand our training of student assistants, to hold Customer Service Academies to promote process improvement for service units, and to develop an electronic comment box and other means by which our clients can give us immediate feedback on our service.

Because we believe that more could be done to adequately understand the Libraries' impact on WSU students, faculty and researchers, we participated in the Association of Research Libraries' (ARL) special program, "Making Assessment Work." An evaluation visit conducted by the two ARL program officers indicated that while assessment efforts are under way, there is more that can and should be done. We have formalized the Library Assessment Officer position, and moved to develop clear and cohesive policies and procedures while incorporating a range of assessment activities into the mainstream and into our goals and objectives. We also understand that the Libraries must be a part of the university-wide assessment efforts.

Several grants funded by the Institute of Museum and Library Services (IMLS) have provided

impetus for partnerships with Detroit area cultural institutions. The 200 Years of Urban Dress digitization grant provided partnership opportunities with the Detroit Historical Museum, The Henry Ford, Meadow Brook Hall, and the University Library System. Using the historical costume collection in the WSU Fashion Merchandising Department as a basis and building on those costumes with historical fashion from the local museums, a digital dress collection was created that is used for study and research by students on our campus as well as around the nation. These costumes can be viewed and studied without actually touching them, thereby preserving them but allowing for their use in research and teaching. The 2004 "Recruiting and Educating Librarians for the 21st Century," an IMLS training grant, has allowed us to further develop our partnerships and to train a cohort of 20 students from under-represented populations in digital librarianship. The students rotate through internships at our partner institutions, including the Detroit Historical Museum and The Henry Ford. Projects such as the digitized historical toy collection from the Detroit Historical Museum not only help train librarians in the art of digitization, but also expose hidden treasures for all to see through their accessibility on the web, and through Google Images. (www.lisp.wayne.edu/lisponline/imlsgrant.html) In June 2006, we were notified of a second successful "Recruiting and Educating Librarians for the 21st Century" IMLS grant. This grant will train 12 students from under-represented groups as fine arts librarians. Our partners will be the Detroit Symphony Orchestra, the Michigan Opera Theatre, and The Detroit Institute of Arts. (www.lib.wayne.edu/blog/index.php/?p=248)

The University Libraries also contribute to educational projects in the wider community. Most recently, space and training has been made available using the Digital Commons to enable high school students to publish poetry chapbooks so that their work can be widely enjoyed and preserved. These chapbooks and the poetry slam at which they were read inspired the students with a real enthusiasm for writing. The process of composing pages, creating graphics, and preparing the chapbooks for the Digital Commons increased their skills with technology. The University Libraries are also developing the African American Literature Special Collection, dedicated to identifying and making available the

poems, plays, novels, and other contributions to African American literature made in Detroit and the southeast Michigan community. Through this collection and the Holtzman Special Collection of Contemporary American and English Authors, the University Libraries are gathering works that will inspire and inform generations of students to come.

Classroom and Computer Laboratory Support

Media equipment used to support teaching and learning has been improved in the last four years with funding from the Provost for new technology that allows faculty to enhance their teaching with technology and the Internet. The foundation of this improvement has been equipping general purpose classrooms and lecture halls with state-of-the-art-media, housed in secure carts with a user-friendly interface. Faculty members are trained to use this equipment through programs in the Technology Resource Center. Classrooms in Old Main, Manoogian, Prentis, Cohn, Science Hall, and the Oakland Center have all undergone dramatic improvements in technology capability. Faculty who design and teach using new media can now display their course websites and Blackboard™ (course management system) sites in the classrooms. Technicians are available to assist faculty and deliver any equipment not housed in the classroom. Media services information is available on the web at www.lib.wayne.edu/services/labs/rooms.php. In order to make the best use of media equipment, a website was created by Media Services staff that enables faculty to determine what equipment is available in general purpose classrooms. Working with the room/course scheduling staff, faculty can request a certain classroom so that the appropriate equipment will be available.

Students at Wayne State need access to computer labs in order to complete course work, check e-mail and contact their professors. To that end, a-140 station, 24-hour computer lab is available in the Undergraduate Library DeRoy Extended Study Center. There is a variety of equipment available, including high-end workstations, all with appropriate software that can be used to complete course work. All public computers contain a standard suite of software including the Microsoft Office Suite and access to the Internet.

There are over 800 desktop computers available in the five library buildings. These computers are available to students and faculty who are asked to authenticate their user information when logging on. Several computer workstations are available to community users in every library building, with guest sign-ons available upon request. A complete list of computer availability in the libraries can be found at www.lib.wayne.edu/services/labs/index.php. A series of drop-in workshops is scheduled by the Libraries and is available to anyone wishing to learn more about various software packages and other technologies. A complete listing of the drop-in workshops is available through the University Library System's website. (www.lib.wayne.edu)

Adaptive technology workstations are available in each of the five library buildings to provide students with disabilities access to computer equipment. Information about the adaptive technology stations is available at www.lib.wayne.edu/services/computing_support/adaptivetech/index.php.

Students pay a technology fee as part of an overall fee collected per credit, known as the Omnibus fee. Part of the funding for student technology is provided by Omnibus funds that are distributed to each school and college as well as the Libraries. Each school and college maintains labs that are appropriate for their particular needs. A listing of those labs can be found at www.computing.wayne.edu/labs/index.php. Wireless computing is also available at various locations throughout the campus. Each of the five library buildings is wireless (all or part of the building) and other schools and colleges also have that capability. For example, the entire College of Education building is wireless. A complete list of wireless locations is available at www.computing.wayne.edu/network/wireless.php.

Software for student, faculty and staff use is available through the software clearinghouse. Educationally priced (discounted) software is downloadable and easily accessible. This helps the University standardize software packages in order to provide help to those who need it. The Software Clearinghouse information is available at www.computing.wayne.edu/software/aboutclearinghouse.php.

The University Libraries maintain a student help desk for assistance in their computer labs, and Computing and Information Technology provides a help desk for all University members.

Laboratory and Performance Spaces

The University provides adequate performance and exhibit space for its Fine Arts programs. Two galleries provide over 6,000 square feet of exhibit space for our visual arts projects by students and faculty. The Bonstelle and Hilberry theaters provide excellent venues for student theater productions. The Hilberry is home to the Graduate Repertory Company where seven plays and more than 120 performances are mounted annually. Other space is provided for dance performances, concerts, and music recitals.

Adequate laboratory space is available throughout the University. WSU has a total of 671,229 square feet of laboratory space. This includes 51,635 square feet of classroom laboratory space in 21 different buildings and 76,594 square feet of open laboratory space in seven buildings. We also have 543,000 square feet of research laboratory space.

Summary and Evaluation

Another challenge confronting the University results from the advent of the information age. Through the leadership of the Wayne State Libraries, the University has become a leader in bringing necessary resources to bear on the emerging needs of student learning and effective teaching. WSU has led the Association of Research Libraries in the percentage of acquisitions budget dedicated to electronic materials; we have become a national leader in the transition of library resources from print to electronic. But it is not enough simply to convert materials from one medium to another. It is necessary as well to provide students with the skills they will require to successfully negotiate the new information age. And here, too, WSU has been a leader, thanks to the strong efforts of the University Libraries. Based on a 2001-02 self-study, the University Libraries began a transformation from a building-based organization into one based on services, as reflected in the Libraries' Strategic Plan. This effort is reflected not only in best-practices modeling of continuous improvement, such as the "Making Assessment Work," program; but it also extends across the University and into the

wider community the University serves to include other Detroit area cultural institutions. The University Libraries not only provide facilities and support services to our students and staff and community generally — computer labs and software, media equipment, and training — University librarians have also become crucial collaborators in the pedagogical mission of the University, bringing their expertise directly into the classroom, at both the undergraduate and graduate level.

In addition to support provided by the University Libraries, student learning and teaching are also supported by laboratory and performance spaces. In each instance, from libraries to computer spaces, laboratories to theaters, the University has made good strategic use of its resources to insure high-quality support for learning and teaching. Likewise, the University has made assessment a part of its programs to insure that the emerging needs of the information age will be well served for our students and for the larger community to which WSU is strongly committed.

