



September 21, 2022

To: Dr. Diane Anderson, Vice President for Student Affairs
Dr. Chris Cheatham, Interim Provost and Vice President for Academic Affairs,
Vice Provost for Budget and Personnel
Dr. Candy McCorkle, Vice President for Diversity and Inclusion

From: The University Assessment Steering Committee (UASC)

Re: UASC Annual Report for 2021-22

During the 2021-22 academic year, the University Assessment Steering Committee met monthly through virtual gatherings from September through May. The following report showcases the accomplishments of the team for this time frame.

Continuing Collaborative Leadership and Membership

The committee continues to utilize a collaborative leadership model including representatives from the Division of Student Affairs, Office of Diversity & Inclusion, the Office of Institutional Effectiveness, Merze Tate College, WMU Essential Studies, the current chair, vice chair and the past chair, as permanent members of the executive team.

The leadership of the UASC alternates each year between a representative from an Academic Affairs program area and a Learner Support or Student Affairs program area. Kristal Ehrhardt, (College of Education and Human Development), chaired the committee and Karen Stokes Chapo, (Office of Institutional Effectiveness), served as the Vice Chair in the A/Y 2021-22. An election took place at the May meeting to elect a new Vice Chair for the 2022-23 academic year, and Veronica Rice McCray, (Haworth College of Business), was elected to the position.

Due to workload and position changes, several committee membership positions were vacated and some left unfilled. We also welcomed many new members, showing continued investment from University leadership in the important work of this committee. It is hoped that during the upcoming academic year that committee membership will return to full representation across the institution.

Strategic Actions

The bulk of the full committee's work was focused within the four subcommittees: Awards and Grants, Campus Support, Engagement and Assessment in Action, and Information and Communication. The groups identified strategic priorities and developed action plans toward completing them.

The Awards and Grants subcommittee focused on the Assessment Mini Grant program. In particular, the group worked to improve the request for proposals and rubric documents used to evaluate proposals to build upon what worked well and to improve the process from the first iteration of the program in the spring of 2021. We received a record number of proposals (15) in 2022, and were able to fund 11. This exceeded our metric to grow grant submissions from 9 to 10 submissions from 2021 to 2022.

Assessment Mini Grants Recipients

The UASC awarded 11 assessment mini grants for a maximum award of \$1,500 to WMU faculty and staff for research on assessment that advances student learning and program quality. The following are the recipients of the 2022 Assessment Mini Grants:

- Eva Copija (Center for English Language and Culture for International Students, HIGE)
- Amy Heath and Carrie Barrett (Physical Therapy, CHHS)
- Elizabeth Isidro (McGinnis Reading Clinic, CEHD)
- Kathleen Langan (University Libraries)
- Andrea Miller and Ron Cisler (Student Services – Recruitment and Outreach, CHHS)
- Sojeong Nam and Olivia Ngadjui (Counselor Education and Counseling Psychology, CEHD)
- Veronica Rice McCray (Business Information Systems, HCOB)
- Rena VanDerwall and Kate LaLonde (Special Education and Literacy Studies, CEHD)
- Anna Yelick and Dee Sherwood (School of Social Work, CHHS)
- Zee-Sun Yun, Chitra Singh, and Kelly Weathers (Fashion Merchandising Program, Family and Consumer Sciences, CEHD)
- Germán Zárate-Sández (Spanish, CAS)

Grant recipients will share a report containing a summary and the product/results of their projects by October 3, 2022. They will also be asked to participate in the 2023 Assessment in Action Conference, to share more about their ongoing project work.

To learn about the grant project work from several of the 2021 Assessment Mini Grant recipients, please visit the following website:

<https://sites.google.com/wmich.edu/assessmentinactionconference22/mini-grant-projects>

The Campus Support subcommittee worked to identify ways to provide support to the campus committee around assessment-related assistance requests. They focused in particular on determining ways to streamline requests and assignment to assessment mentors. The group is also working on a plan to create online modules around assessment-related topics as a convenient way to reach the campus community with the resources they need at their own pace and time. They are also working closely with the Office of Institutional Effectiveness to collaborate on the next iteration of the Academic and Learner Support Program Review processes to streamline the feedback loop for the assessment-related questions. This work is ongoing and will continue in the upcoming academic year.

The Information and Communication subcommittee continues to work on ideas for sharing assessment resources and highlighting the work being done around assessment across the institution. One avenue for this was to conduct interviews with the 2021 Assessment Excellence Award winners so that they could describe their assessment efforts and highlight the reasons they were chosen as award winners. The interviews will be shared strategically to generate interest and to try to help foster more collaboration across academic and co-curricular units around assessment. For more information and to view the interviews:

<https://sites.google.com/wmich.edu/assessmentinactionconference22/awards>

The assessment website is also currently under construction with a focus on streamlining the interface to help make the resources on the site more accessible and for users to be able to more easily identify what they are looking for. Work will continue on this project over the summer with the intention of launching revisions in the coming academic year.

The Engagement and Assessment in Action subcommittee focused on the planning and execution of the 12th Annual WMU Assessment in Action Conference which took place virtually on Friday, April 8, 2022. The subcommittee welcomed three new members from outside of the UASC to help with the planning efforts including two members of the WMUx Instructional Design Team and the director of the Office of Faculty Development.

The conference theme was “Back to Basics for Data-Informed Teaching, Learning and Student Success”. This theme was chosen to help the campus community to continue to grow in the area of using data for decision-making and supporting improvement efforts.

For a second year, we invited all higher education institutions in the state of Michigan to continue to build collaboration with colleagues interested in assessment from across the state. There were 76 people who attended the conference *representing 11 different institutions*. The conference opened with a panel discussion with special guest assessment professionals Drs. Dan Bureau (University of Louisiana), Ciji Heiser (WMU, moderator), Nicole Long (University of Delaware), Darby Roberts (Texas A & M), and Karen Singer-Freeman (Wake Forest University) who discussed their insights and ideas regarding using data for continuous improvements. In the afternoon, we featured a keynote speaker, Dr. EJ Edney, from the University of Mississippi, who provided an outstanding talk focused on “Anti-deficit Perspectives on Institutional Diversity Efforts”.

We also offered 7 different sessions throughout the day on outcomes assessment and student success. The WMUx Instructional Design Team shared 3 of the 7 sessions, including 2 breakout sessions and a special session for all attendees entitled, “WMUx Maker’s Lab: Designing and Measuring Transformational Outcomes”. For more information, to view conference proceedings and session recordings:

<https://sites.google.com/wmich.edu/assessmentinactionconference22/home>

Thank you for taking the time to learn about our 2021-22 achievements. We look forward to the upcoming year and continuing our efforts to promote student success through the important work of outcomes assessment.