

The logo features the text "University Assessment Steering Committee" in a dark brown, sans-serif font, centered within a white rectangular box. This box is set against a vibrant yellow background. The yellow background is decorated with several dark brown circles of varying sizes and a dark brown vertical bar on the right side, which also contains a yellow circle. The overall design is modern and professional.

# University Assessment Steering Committee

September 29, 2023

To: Dr. Diane Anderson, Vice President for Student Affairs  
Dr. Chris Cheatham, Senior Vice Provost for Academic Affairs, Budget and Operations  
Dr. Candy McCorkle, Vice President for Diversity and Inclusion  
Dr. Julian Vasquez Heilig, Provost and Vice President for Academic Affairs

From: Karen Stokes Chapo, Chair – University Assessment Steering Committee (UASC)

Re: UASC Annual Report for 2022-23

On behalf of the University Assessment Steering Committee, I share a summary of our work throughout the 2022-23 academic year. Details of each activity can be found in the corresponding sections below.

- Continuing collaborative leadership and membership
- Strategic actions including a five-year strategic plan and priorities
- Assessment Mini Grant Program awarded eight assessment mini grants totaling \$10,395
- Online assessment repository to allow improved access to assessment resources
- ‘Culture of Assessment’ Reports outlined processes for data collection and planning efforts
- Launched Measures of Success Educator Impact Series

## **Continuing Collaborative Leadership and Membership**

The collaborative leadership model has been serving the committee well since implementation in 2021. Continuing membership of the Executive Committee comes from the chair, (Karen Stokes Chapo), vice chair (Veronica Rice McCray), past chair (vacant), the Division of Student Affairs (vacant), the Office of Institutional Effectiveness (Tonya Dean), Merze Tate College (Ewa Urban), Office of Diversity & Inclusion (Vun Doublestein), and WMU Essential Studies (Randy Ott).

An election took place at the May meeting and **Lenore Yaeger**, from the Division of Student Affairs, was elected to the vice chair position. She will serve alongside **Veronica Rice McCray**, who will chair the committee during the 2023-24 academic year.

Committee membership continues to resume to previous levels. We secured representation for all but one of the eighteen rotating positions. We expect that all positions will be filled for the 2023-24 academic year.

## **Strategic Actions**

The UASC created a five-year strategic plan in 2021. At the beginning of the 2022-23 academic year, committee members identified strategic priorities and action items from this plan for where we would focus our efforts for the year. Below is a list of our key accomplishments.

### ***Assessment Mini Grant Program***

Each year, the UASC provides funding for outcomes assessment-related projects for colleagues in both academic and co-curricular areas through the Assessment Mini Grant program, which was first implemented in the spring of 2021.

The purpose of the program is to support continuous improvement efforts through assessment of learning and operational outcomes, to help stimulate interest in assessment research, and to promote student success initiatives. The grants are meant to help build capacity around assessment-related practices, support assessment research, and provide a means for our colleagues to advance and mature assessment efforts.

Based on questions that arose during the evaluation process of the project proposals in 2022, and in order that we might model continuous improvement efforts, we implemented revisions to the request for proposal criteria. One of these revisions was to more clearly identify the types of proposals we will fund. In particular, we added verbiage to prioritize project proposals that aligned with and would support the university's key strategic planning priority areas. We also added a section to ask for a description of project methodology to help us to better understand the process of how the project research question(s) would be addressed.

The UASC awarded **eight assessment mini grants** (with a maximum award of \$1,500) **for a total of \$10,395**. The following are the recipients of the 2023 Assessment Mini Grants:

- Jessica Cataldo (School of Interdisciplinary Health Programs)
- Elise DeCamp (Office of Faculty Development)
- David Paul and Olivia Moskot (Department of Philosophy)
- Betty Dennis (College of Health and Human Services)
- Melinda Koelling (Dept. of Mathematics) as principal investigator  
Co-PIs: Linda Borish (Dept. of History), Charles Henderson (Mallinson Institute for Science Education), Cynthia Klekar-Cunningham (School of Communication), Todd Kuchta (Dept. of English), David Kutzko (World Languages and Literature), Benjamin Ofori-Amoah (Geography, Environment and Tourism), David Paul (Dept. of Philosophy), and Heather Petcovic (Geological and Environmental Sciences)
- Michelle Metro-Roland (Haenicke Institute for Global Education)
- Chris Robinson (College of Education and Human Development Advising)
- Matthew Ross (Finance and Commercial Law)

Grant recipients will share reports containing a summary and the product/results of the projects via updates this fall, and in final reports submitted in January 2024. They will also participate in the 2024 Measures of Success Educator Impact Series to share more about their ongoing project work.

### ***Assessment Repository***

Work has begun to build an online assessment repository. The main purpose for the project is to provide a space where those who are engaged in assessment work can easily find and access resources around student learning and operational outcomes assessment in order to provide guidance on:

- developing expertise related to identifying and articulating learning objectives
- creating learning opportunities to meet stated outcomes
- finding information to help with collecting quantitative and qualitative data
- how to share results
- how to implement changes based on results

The repository will serve as a point of reference for anyone engaged in assessment by featuring numerous resources for each step of the assessment process, as well as common definitions related to assessment of student learning and process/operational outcomes.

The project started in late spring, and preliminary work has been done to collect ideas for the types of resources that we might want to include on the site. The work will continue in the 2023-24 academic year.

### ***'Culture of Assessment' Reports***

In order to determine the assessment maturity of the programs at WMU, as well as to learn about where we might focus education and professional development offerings in the area of assessment, the UASC has outlined a process for collecting data around the assessment planning efforts of both the academic and learner support programs.

In the past this was done through collecting the 'Culture of Assessment' reports every third year, (prior 2019). To streamline reporting and create a more sustainable process, the committee has developed a plan and process to review and provide feedback on the assessment-related question responses that are part of the annual program review process.

The new evaluation and feedback plan, which was developed in collaboration with the Associate Director, Integrated Program Review and Accreditation, will be implemented in the fall 2023, starting with the program review submissions from 2021.

The intent is to collect and review the program review responses for the assessment-related questions annually, for both the academic and learner support programs. As all programs are expected to participate in program review, this new process will assure that we can evaluate and provide feedback and support for every program. This is important, as there was a significant number of programs who did not participate in the 2019 Culture of Assessment Report review. 27% of academic programs and 19% of learner support programs did not complete the 2019 reports.

By aligning our assessment report request with annual program review, we believe it will be a more sustainable and integrated process. This will save time and effort for everyone, yet still provide the UASC with the data we need in order to conduct meta-assessment of all WMU programs. Most importantly, this will provide a way for us to gauge where to provide support and assistance, as needed and requested.

### ***Measures of Success Educator Impact Series***

We continue to provide professional development opportunities for our campus community around assessment-related topics. In the past this was done through an all-day annual conference. As we evaluated the needs of the university community and looked at data showing trends of lower participation rates in this type of event, it was clear that we needed to find an alternative to the all-day conference experience.

Based on data collected from our partners in WMUx, (Office of Faculty Development and the WMUx Instructional Design Team), showing high levels of engagement and participation in webinars offered over the lunch hour on different days of the week, we decided to offer a new series of webinars throughout the month of April, entitled, “Measures of Success Educator Impact Series”.

Sessions shared during this new series focused on *incorporating equity in assessment practices, using data to tell a story, developing single point rubrics, and assessing WMU Essential Studies*. We also offered a session to highlight the projects of several of the *2022 Assessment Mini Grant recipients*.

We invited two notable speakers to share an opening and closing keynote:

-**Dr. Anne Lundquist**, the director and assistant professor in the Hope Center at the Lewis Katz School of Medicine at Temple University, shared an opening keynote entitled, “**Centering Equity in Assessment: Theories, Models Practices.**”

-**Dr. Kate McDowell**, associate professor in Library and Information Science at the University of Illinois Urbana-Champaign, shared a closing keynote entitled, “**Data Storytelling Strategies.**”

To review resources and webinar recordings: [https://scholarworks.wmich.edu/assessment\\_series/](https://scholarworks.wmich.edu/assessment_series/)

We continue to invite all higher education institutions in the state of Michigan to participate in the offerings in order to build and facilitate potential collaboration with colleagues interested in assessment from across the state.

There were **sixty-nine unique** attendees **representing nine different institutions**. Attendees consisted of 44% faculty, 22% staff, 17% graduate students, 13% external to WMU, and 4% other.

We intend to continue to offer the series in 2023-24, and to introduce sessions in both fall and spring, the majority to be held in April 2024.

As shown by this report, the UASC is actively working to garner data on assessment, promote assessment-related educational opportunities and financial support, collaborate with the University community as needed on assessment issues, and foster an assessment and improvement mindset amongst our colleagues.

Your comments, suggestions, and questions are appreciated as we settle into the academic year. Thank you for your support of our work.

C: UASC