5/15/5025

University Assessment Team Report on Annual Program Assessment Reports

The 2024 -2025 University Assessment Team

COMMITTEE OFFICERS

Libraries – Kris McLonis (Chair)
College of Health Professions – Sonya Kowalski (Secretary)

COMMITTEE MEMBERS

Corktown Campus: Joshua Scheys

Riverfront Campus - Paula Manning

School of Architecture – James Leach

College of Business Administration – Min Xu

College of Engineering and Science – Noura Ismail

College of Humanities, Arts & Social Sciences – Felicia Grey

Core Curriculum Committee - Open

MFA Representative – Kristen Nelson

Administrative Representatives
Karen Lee, Associate VP of Academic Affairs
Noah Resnick, Associate Dean, SACD

Invited Participant: Maryke Neiberg, Dean, School of Optometry

UNIVERSITY OF DETROIT MERCY

University Assessment Team

The Assessment Team is the primary oversight body for the student outcomes assessment programs of the University. The Assessment Team reports to the vice president for Academic Affairs and is comprised of

- One representative from each of the colleges or schools.
- One representative from the library.
- One faculty member from the McNichols Faculty Assembly.
- Two administrative representatives.

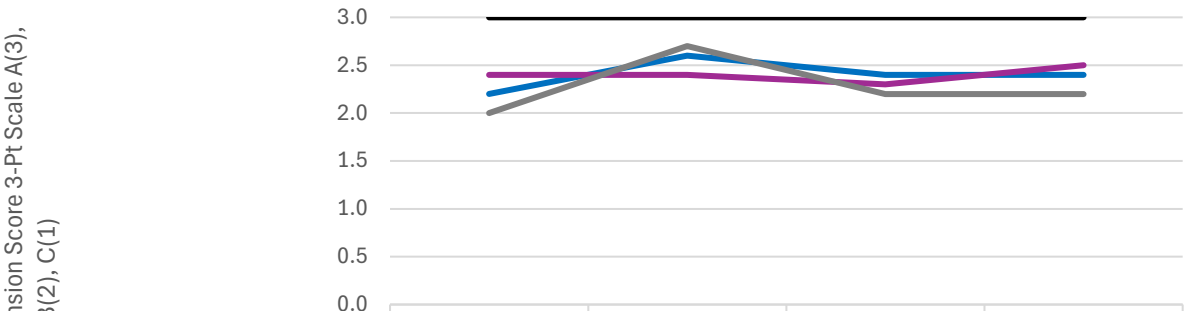
The Assessment Team is responsible for

- Developing a mechanism for sharing best practices around the University regarding assessment.
- Reviewing the assessment methodologies being used by each school and identifying those schools in which assessment activities require improvement.
- Providing ongoing reports to and consultation with the academic vice president and provost.
- Keeping the University community informed of team activities

Report Summary

During the 2024-2025 academic year, the University Assessment Team (UAT) continued with the electronic process for collecting Annual Program Assessment Reports for all academic and co-curricular programs. This process was proceeded by the 2020-2021 initiative requiring all academic and co-curricular programs to file their assessement plans with the UAT. Team members used a rubric to assess each Annual Program Assessment Report and provided feedback to program directors and department chairs. Sixty-Seven of the expected eighty-two Annual Program Assessment Reports were submitted and posted on the Assessment website. A three-point rubric scale was used (A=3, B=2, C=1) to evaluate four dimensions (assessment overview, student learning outcomes, institutional outcomes, and results/planned actions/actions taken). The mean rubric scores for each dimension were: assessment overview (2.4), student learning outcomes (2.5), institutional outcomes (3.0), and results/planned actions/actions taken (2.2). These rubric dimension scores were pretty consistent with scores from previous years and reflected the increased number of programs subbmitting reports for the first time. These scores are indicative of the detailed feedback provided by UAT . The figures that follow share additional detail about the Annual Program Assessment Reports.

Mean Rubric Trend 2021-2025



	2021-2022 (N=48)	2022-2023 (N=43)	2023-2024 (N=50)	2024-2025 (N=67)
Assessment Overview	2.2	2.6	2.4	2.4
Student Learning Outcomes	2.4	2.4	2.3	2.5
Institutional Outcomes	3.0	3.0	3.0	3.0
Results, Planned Actions, Action Taken	2.0	2.7	2.2	2.2

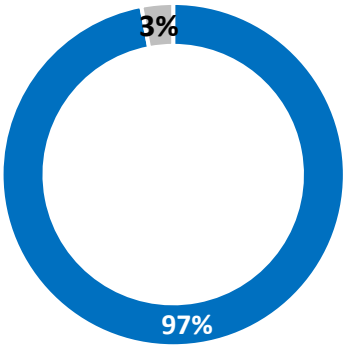
Assessment Overview N=67

- A) The assessment overview includes: the number of student learning outcomes, detailed assessment cycle, and examples of direct measures of assessment.
- B) The assessment overview is missing one of the following: the number of student learning outcomes, detailed assessment cycle, examples of direct measures of assessment.
- C) The assessment overview is missing two or more of the following: the number of student learning outcomes, detailed assessment cycle, examples of direct measures of assessment.

Student Learning Outcomes N=67

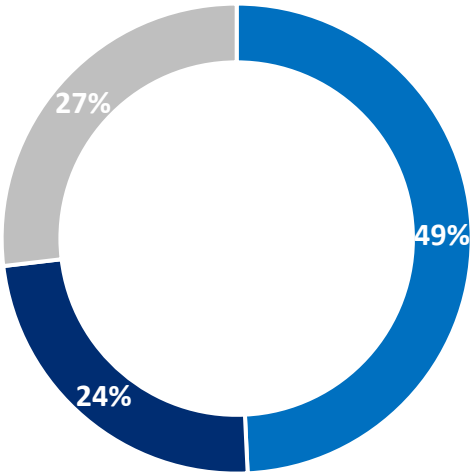
- A) The SLO response includes a list of student learning outcomes assessed in the report and corresponding benchmarks.
- B) The SLO response is missing one of the following: the list of student learning outcomes assessed in the report or corresponding benchmarks.
- C) The SLO response is missing the list of student learning outcomes assessed in the report and corresponding benchmarks.

Institutional Outcomes N=67



- A) The IO response includes alignment of reported student learning outcome(s) with at least one Institutional Outcome.
- C) The IO response is void of alignment of reported student learning outcome(s) with any of the institutional outcomes.

2024-2025 Results, Planned Actions, Acitons Taken N=67



- A) The Results and Actions summary is concise, includes details of assessment results, references benchmark(s), and describes how results led to actions to enhance student learning and/or improve program quality.
- B) The Results and Actions summary is missing one of the following: concise details of assessment results, references to benchmark(s), description of how results led to actions to enhance student learning and/or improve program quality.
- C) The Results and Actions summary is missing two or more of the following: concise details of assessment results, references to benchmark(s), description of how results led to actions to enhance student learning and/or improve program quality.