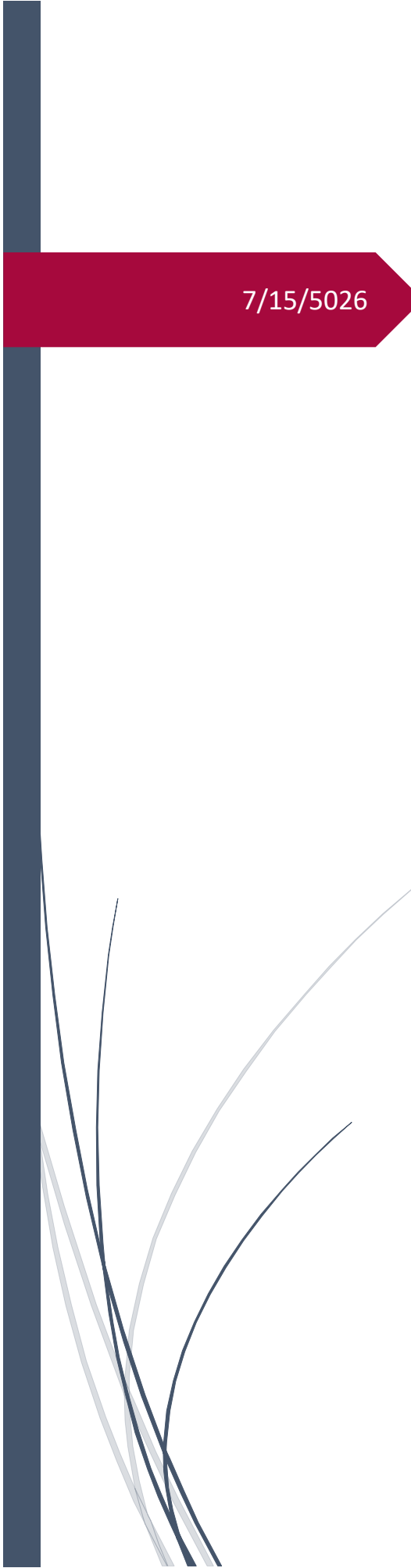




7/15/5026

University Assessment Team Report on Annual Program Assessment Reports

The 2025 -2026 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 – Allegra Pitera

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 – Eva Nyutu

Administrative Representatives

Karen Lee, Associate VP of Academic Affairs

Noah Resnick, Associate Dean, SACD

Invited Participant: Maryke Neiberg, Dean, School of Optometry



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

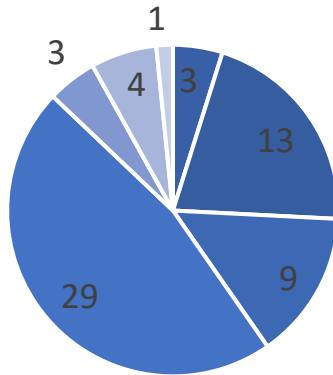
- Developing a mechanism for sharing best practices around the University regarding assessment.
- Reviewing the assessment methodologies being used by each school and identifying those schools in which assessment activities require improvement.
- Providing ongoing reports to and consultation with the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

Report Summary

During the 2025-2026 academic year, the University Assessment Team (UAT) continued with the electronic process of collecting Annual Program Assessment Reports for all academic programs. This process was preceded by the 2020-2021 initiative requiring all academic programs to file their assessment plans with the UAT. Team members used a rubric to assess each Annual Program Assessment Report and provided feedback to program directors, department chairs, and deans. Sixty-two of the expected seventy-five Annual Program Assessment Reports were submitted as of the close of the 2025-2026 academic year and posted on the [Assessment website](#). A three-point rubric scale was used (A=3, B=2, C=1) to evaluate five dimensions (assessment overview, student learning outcomes, institutional outcomes, results, and planned actions/actions taken). The mean rubric scores for each dimension were: assessment overview (2.8), student learning outcomes (2.6), institutional outcomes (3.0), results (2.3), and planned actions/actions taken (2.4). These rubric dimension scores were higher than the scores from previous years, reflecting changes made to the reporting form that solicits more detailed information. These scores are indicative of the detailed feedback provided by UAT. The figures that follow share additional detail about the Annual Program Assessment Reports.

2025-2026 Annual Program Assessment Reports Evaluated

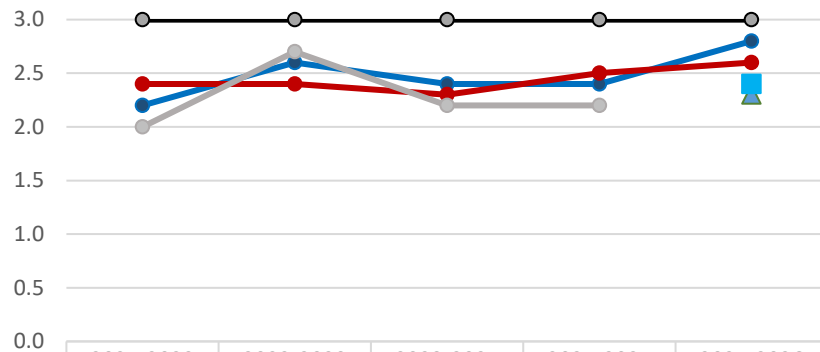
N=62/75



- College of Business Administration
- College of Engineering & Science
- College of Health Professions
- College of Humanities, Arts & Social Sciences
- School of Architecture & Community Development
- School of Dentistry
- School of Law

Mean Rubric Trend 2021-2026

*Note: Results and Planned Actions were separated into two dimensions in Fall 2025



	2021-2022 (N=48)	2022-2023 (N=43)	2023-2024 (N=50)	2024-2025 (N=67)	2025-2026 (N=62)
Assessment Overview	2.2	2.6	2.4	2.4	2.8
Student Learning Outcomes & Benchmarks	2.4	2.4	2.3	2.5	2.6
Institutional Outcomes	3.0	3.0	3.0	3.0	3.0
Results, Planned Actions, Actions Taken	2.0	2.7	2.2	2.2	
*Program Assessment Results					2.3
*Planned Actions, Actions Taken in Response to Assessment Results					2.4

2025-2026 Assessment Overview N=62

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

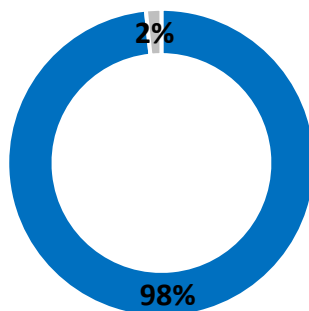


2025-2026 Student Learning Outcomes N=62

- 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.

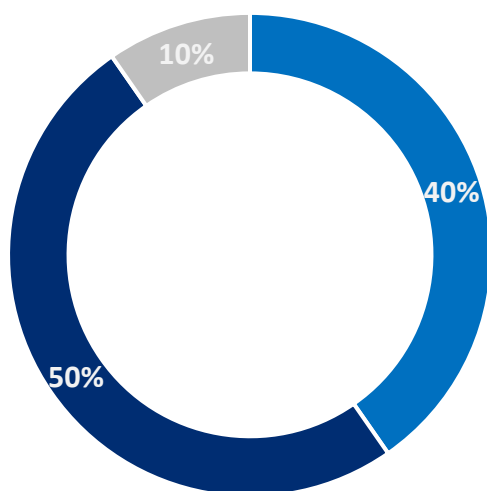


2025-2026 Institutional Outcomes N=62



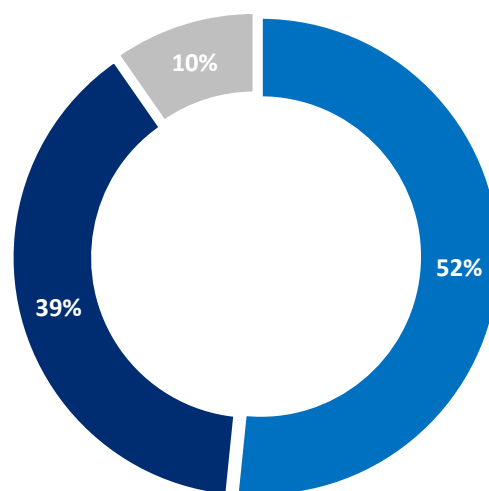
- A) The IO response includes alignment of reported student learning outcome(s) with at least one Institutional Outcome.
- C) The IO response is void of alignment of reported student learning outcome(s) with any of the institutional outcomes.

2024-2026 Program
Assessment Results N=62

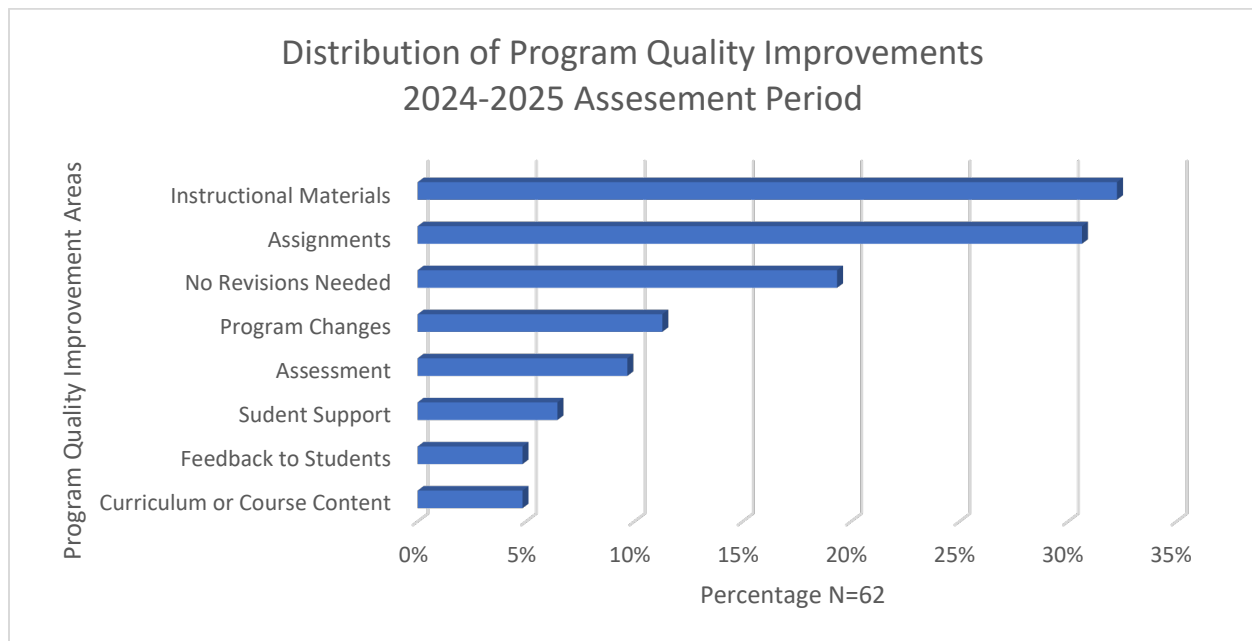


- A) The Results summary is concise, includes details to help contextualize the assessment results (e.g., course numbers, assignment, number of students assessed, percentage of student outcome attainment, rubric scores and scale, etc.) and references benchmark
- B) The Results summary is unclear or missing one of the following: details to help contextualize the assessment results (e.g., course numbers, assignment, number of students assessed, percentage of student outcome attainment, rubric scores and scale, etc.)
- C) The Results summary is void of details to help contextualize the assessment results (e.g., course numbers, assignment, number of students assessed, percentage of student outcome attainment, rubric scores and scale, etc.) and makes no reference to benchmark

2025-2026 Planned Actions,
Actions Taken N=62



- A) The Actions summary refers to the assessment results and describes planned actions or actions taken to enhance student learning and/or improve program quality.
- B) The Actions summary is missing one of the following: reference to the assessment results or a description of planned actions/actions taken to enhance student learning and/or improve program quality.
- C) The Actions summary does not reference the assessment results, nor does it describe any planned actions/actions taken to enhance student learning and/or improve program quality.



Report Excerpts on Planned Actions, Actions Taken

College of Business Administration

"In response to the previous results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas. For objective #1 and #2, the department will implement more practical applications throughout the semester, utilizing various sources, such as textbook and Wall Street Journal. For objective #3 and #4, the department will update the study materials to focus more on the fundamental aspects. For objective #5 and #6, the department will provide more guidance and adopt APA writing style. For objective #7 and #8, the department will require more in-person meetings and adopt the discussion board to boost up the performances. "

College of Engineering & Science

"Based on the assessment results, overall performance was good. Nevertheless, the department is exploring opportunities to incorporate more creative extra-credit activities, expand effective online teaching practices, and introduce new software tools to further enhance student learning."

"Learning Outcome #2: Minor improvements are always being made. An overview of using genetic algorithms to solve optimization problems is being added for next Winter's class."



College of Health Professions

“In response to the assessment results, the program faculty have determined that additional academic support is needed for NUR 5235 and 5236. While these courses are academically challenging, they support eventual success on the licensing exam. The academically inclusive nature of the program means that additional personal and academic support is essential for some students.”

“In response to the assessment results, the Graduate Nursing department reviewed and revised instructional materials and assignments to improve student competencies in the identified areas. Each year the identified courses and signature assignments are reviewed and revised to improve student competencies.”

“In reviewing the scores, faculty believe the students in the traditional programs did not achieve benchmark due to the requirement of adhering to APA writing criteria, grammar and flow. In a breakdown of the traditional BSN rubric scores, students generally scored well on the Course Concepts, Understanding of Mercy & Jesuit Characteristics, Personal Spiritual Growth, and Understanding Human Differences. They lost points (impacting their overall score) on writing style, grammar, and adherence to APA writing standards. The MSON faculty voted in October 2025 to change the signature assignment from a Final Reflection Paper to the Final Group Presentation (already part of the course). The rubric for the group presentation is very similar to the Final Paper. Since the presentations are oral, students do not lose points on writing ability; faculty believe the Group Presentation is a better assessment of students’ ability to demonstrate achievement of the outcome.”

College of Humanities, Arts & Social Sciences

“Although benchmarks were fully met, the program will implement continuous improvement steps. Planned actions include increasing ethical case application activities earlier in the curriculum, integrating reflective supervision assignments, and tracking multi-year trend patterns for proactive curriculum refinement. Faculty will review supervisor comments to identify developmental themes and enhance training for future cohorts.”

“We appreciate the Committee’s positive comments regarding the clarity of our Annual Report. We also thank you for the constructive recommendation to ensure that assessment results are more explicitly connected to the dimensions of our student learning outcomes—such as cognitive, physical/biological, emotional, and social—rather than to specific chapter structures. In this assessment cycle, we have revised our reporting framework to more clearly map outcomes and results to these student learning dimensions.”

“The results of the TRE 2540 (Voice and Movement) assessment data indicate that students are making satisfactory progress towards meeting Learning Outcome #3 (Skills). The results of the TRE 3650 (Fundamentals of Directing) assessment data indicate some changes are needed to achieve the 80% benchmark towards Learning Outcome #2 (Collaboration). For the Directors Analysis Evaluation, there will be more comprehensive coverage of the material in class, and first draft feedback will be implemented on the assignment before final submission. For the Prompt Book Evaluation, there will also be a first draft procedure before final submission.”



“In response to the assessment results, the Director of Museum Studies reviewed new course materials and interviewed museum professionals to improve student competencies in areas such as exhibition development and museum education methodologies.”

“In response to these assessment results, the department reviewed and revised teaching on documenting scholarly sources accurately. The department also curated additional historical examples of papers demonstrating excellent creative reflection of issues to share with students and examined what made them so with students.”

“In response to these results, WGS will not make curricular changes in AY2025-26. However, the scoring discrepancy revealed a need to revise portfolio instructions and reflection essay guidelines to ensure portfolios engage with all four outcomes.”

School of Architecture & Community Development

“While all benchmarks for Outcomes 1 + 2 were met or exceeded, based on feedback from alumni, faculty, students and professionals, Outcome 3 was not met. We have restructured the Visual Communications Sequence to better align with both the accreditation standards and our core values, which we expect will improve the assessment results.”

School of Dentistry

“Each year, assessment results are reviewed with faculty. Based on these reviews, we revised the instructional materials in the winter-semester Strategies course to give students earlier opportunities to develop communication skills before being assessed on this competency in the summer course. Students then reinforce and apply these same communication skills again in the fall semester during the Wayne State Communication OSCE. In addition, we streamlined the rubrics across all experiences to ensure students are evaluated using consistent criteria.”

“Semi-annual and annual reviews (both rubric-based) were used to assess overall resident performance, need for remediation, and readiness for graduation. The assessment results were analyzed by all faculty and used by the program to modify course content as needed, delivery methods and clinical procedures to improve overall performance as well as improve scores on yearly national (In-service) examinations for current residents and those starting in the 2025-26 academic year. As noted above, all students met the benchmark of an overall average grade of B or higher for the 2024-25 academic year. It is our goal that all graduates take and pass the American Board of Periodontology (ABP) certification exams, but not all students choose to take the exam. While not a requirement for completion of the program, we will continue to encourage all our graduates to challenge the ABP exam.”

School of Law

“For Outcome 3, to address the gap between issue spotting and other competencies, faculty teaching Professional Responsibility (PR) will deploy additional instruction and practice with issue-spotting common PR scenarios in the required PR course; results will be examined during the next cycle.”