2024 WSU Program Assessment Grant Awards

Bridging the Gap Between Academia and Industry: Aligning Sport Management Education with NACE Career Readiness Competencies

Awardees:

Laurel Whalen, Kinesiology, Health, and Sports Studies

Tiffany Edgar, Kinesiology, Health, and Sports Studies

Tami Augustine, College of Education

Programs:

BS in Sport Management, MA in Sports Administration

Award:

$3,000

Abstract:

To better prepare students for the workforce and in support of Wayne State's *College to Career* initiative, the Sport Management and Sports Administration programs will revise their learning outcomes to align with NACE Career Readiness Competencies. Once revised, they will form the basis of corresponding rubrics built directly into Canvas to streamline data collection for program assessment. The faculty will then use the results to better integrate NACE competencies, assignment, and a digital portfolio into their programs to help students achieve and showcase their career-specific skills.

Faculty Intelligence Meets Artificial Intelligence - AI-Driven Excellence (AIDE) in Programmatic Assessment for Interprofessional Education across Health Professions

Awardees:

Aline Saad, Pharmacy Practice

Diane Levine, Internal Medicine

Christine Kivlen, Occupational Therapy

Martha Schiller, Physical Therapy

Brittany Stewart, Pharmacy Practice

Kristi Price, Social Work

Programs:

Doctor of Pharmacy, Doctor of Medicine, Master of Occupational Therapy, Doctor of Physical Therapy, and Bachelor of Social Work

Award:

$3,000

Laurie M. Lauzon Clabo, PhD, RN, FAAN, Provost and Senior Vice President for Academic Affairs
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Abstract:

Representing five healthcare programs with a shared curriculum that addresses their interprofessional collaboration learning outcomes, the programs seek to provide timely, efficient feedback to their 800 students about their performance on key assessments. They also want to facilitate the analysis of that data to inform improvements to their program but lack capacity for both goals. For their grant project, they will identify and pilot a secure, AI-powered data management platform to analyze their assessment data, centrally organize and share feedback, and use the resulting information to improve student learning.

Infant Mental Health: Community-Engaged Assessment of the Infant Mental Health Dual-Title Degree Clinical Training

Awardees:

Ann Stacks, Merrill Palmer Skillman Institute

Carolyn Dayton, Social Work

Carla Barron, Merrill Palmer Skillman Institute

Program:

Dual Title in Infant Mental Health

Award:

$3,000

Abstract:

To capture changes in students' clinical skills and enhance the program's diversity-informed practice, the Infant Mental Health (IMH) faculty will conduct focus groups with alumni and IMH supervisors. The results will inform revisions to the developmental indicators of clinical competence. Once revised, IMH supervisors will pilot a new indicators form and participate in a focus group to evaluate the new form, the information it provides, and the process for using it before implementing it fully.

Modern Languages, Literatures, and Cultures: Aligning Assignments with Learning Outcomes for the BA in World Languages, Literatures, and Cultures

Awardees:

Silvia Giorgini, Classical and Modern Languages, Literatures, and Cultures

Christine Knapp, Classical and Modern Languages, Literatures, and Cultures

Cori Peet, Classical and Modern Languages, Literatures, and Cultures

Program:

BA in World Languages, Literatures, and Cultures

Award:

$3,000

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Abstract:

Given the recent merger of four BA programs into a single program, past assessment practices need to be revised and aligned to the new program's learning outcomes. As a step in devising a coherent, unified assessment plan, the project team will lead a collaborative training and development process to devise and then pilot a shared assignment template. The template will elicit a subset of the new program learning outcomes and can be adapted across all areas of the new program.

Rebuilding Political Science Assessment through Systematic Inclusion of Student and Alumni Voices

Awardees:

Kevin Deegan-Krause, Political Science

Sharon Lean, Political Science

Emily Reetz, Political Science

Program:

BA in Political Science, Bachelor of Public Affairs

Award:

$3,000

Abstract:

To complement recent revisions to their direct assessments of student learning, the BA in Political Science and the Bachelor of Public Affairs will develop and pilot surveys to annually elicit student, faculty, and alumni perspectives. In addition, they will establish a focus group methodology at three points in the UG curriculum to complement the student survey. The surveys and focus groups will provide data for the programs to enhance student learning and program design.

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