

Oakland University Assessment Committee/General Education Committee
Assessment Plan Template for Integrated Program and General Education Capstone Course Assessment

This assessment plan template is for programs that wish to incorporate assessment of their General Education Capstone into their program assessment plan. Members of the University Assessment Committee (UAC) and General Education Committee (GEC) are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed [on their website](#). If at any time you have any questions or need any assistance, contact Reuben Ternes (ternes@oakland.edu) for matters related to program assessment or Susanne Condron (dscondron@oakland.edu) for matters related to General Education assessment.

Step 1: Basic Information

Program name: B.S. in Environmental Science

Name of General Education Capstone Course(s): ENV 4950 Environmental Science Internship

School or College in which your program resides: College of Arts & Sciences, Department of Chemistry

Program level (check all that apply):

Undergrad	<input checked="" type="checkbox"/>
Master's	<input type="checkbox"/>
Doctoral	<input type="checkbox"/>

Date most recent assessment report submitted: 2019

Current assessment contact representative (& email): David Szlag, szlag@oakland.edu

Current department or program chair (& email): Evan Trivedi, trivedi@oakland.edu

Current Dean (& email): Elaine Carey, ecarey@oakland.edu

Step 2: Type of Assessment Plan

Option A. Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. Programs without external accreditation should proceed to option B.

Option B. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan.

Step 3: Aligning Program Goals, Student Learning Outcomes, and Assessment Measures

A. Please begin your integrated assessment plan by populating the table below with program-specific information. Use the “Table Tools” in Word to add rows, merge cells, etc. as needed.

- o In column 1, record your program goals as they relate your unit’s program goals.
- o In column 2, record your program’s planned Student Learning Outcomes (SLOs) related to each program goal.
- o In column 3, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).

B. Next, incorporate into the table information pertaining to your General Education Capstone course. You have the option of assessing *either* the two General Education Student Learning Outcomes (GESLOs) for Capstone courses *or* the three University Learning Outcomes (ULOs, formerly Cross-Cutting Capacities) that apply to your Capstone course. Please add the following to the table:

- o In column 2, record either the two GESLOs or the three ULOs in the rows aligning with their relevant program goals. Also include a brief description of how they reflect your program goals; this might involve including course objectives from the syllabus for example.
- o In column 3, record the assessment measures that will be used in the Capstone course to evaluate each of the GESLOs and/or ULOs.

For your reference, the two GESLOs are: (1) Student demonstrates appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise; (2) Student demonstrates the ability to integrate the knowledge learned in general education and its relevance to the student’s life and career. The ULOs are: effective communication, critical thinking, social awareness, and information literacy.

The table below is pre-populated to illustrate one possible scenario: A program has two program goals and one SLO for each of those goals and has chosen to assess the three ULOs (two aligning with the first program goal and one with the second). Your situation may differ from this; the key is to have a logical flow of program goal → SLO/GESLO/ULO → assessment measure from left to right across the table.

(1) Program Goals	(2) Program SLOs and Gen Ed Capstone GESLOs or ULOs	(3) Assessment Measures
<p>Goal 1: Graduates will acquire integrated general knowledge in the multidisciplinary environmental field.</p>	<p>SLO 1: Students will use general knowledge in environmental science to solve problems in key areas of the discipline.</p> <p>ULO 1: critical thinking ULO 2: information literacy</p>	<ol style="list-style-type: none"> 1. Capstone Research Paper Evaluation. See attached rubric for capstone paper. (direct measure) 2. Supervisor Evaluation (direct measure)
<p>Goal 2: Graduates will have the ability to synthesize a written report in the area of environmental science.</p>	<p>SLO 2: Review scientific literature for an environmental issue.</p> <p>SLO 3: Prepare a written technical report summarizing the environmental issue and recommending solutions.</p> <p>ULO 1: critical thinking ULO 2: information literacy ULO 3: effective communication ULO 4: social awareness</p>	<ol style="list-style-type: none"> 1. Capstone Research Paper Evaluation. See attached rubric for capstone paper. (direct measure)
<p>Goal 3: Graduates are prepared with conceptual and technical skills for employment in either industry or government laboratories or entry into a graduate or professional program after graduation.</p>	<p>SLO 4: Demonstrate good self-management skills including the ability to work independently, creatively, and meet deadlines.</p> <p>SLO 5: Demonstrate the ability to operate interdependently with colleagues and supervisors in a professional manner.</p>	<ol style="list-style-type: none"> 2. Supervisor Evaluation (direct measure) 3. Journal (direct measure) 4. Alumni Survey (indirect measure)

Step 4: Participation in Assessment Process

List who will participate in carrying out the assessment	What will be their specific role/s?
Curriculum/Assessment Committee/ENV Faculty	Env faculty will organize and analyze the assessment data; assist in writing the assessment report from the findings; the curriculum/assessment committee will organize the alumni survey administration and raw data
All Environmental Science Program Faculty	Assist in collecting data (evaluate capstone papers, and distribute/collect surveys); give input into the program curriculum based on finding from the assessment data
Program Director/Env faculty/Curriculum/Assessment Committee	Prepare and submit assessment report

Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

A. How will you analyze your assessment data?

Depending on the assessment measure, faculty in the Environmental program will collect, analyze, and report the results to the departmental curriculum committee. The results will be compared to the data from previous reports (when applicable) to identify changes in student success. All data will be retained in the Chemistry Department Office.

	1. Assessment (type)	2. Purpose	3. Frequency	4. Rubric/Attachments
1	Capstone Research Course Paper (direct measure)	To assess a student's ability to analyze data and effectively communicate in the field of Environmental Science	Required in capstone course (ENV4950) every semester (F/W/S) students are enrolled.	See Capstone Research Paper Grading Rubric-Appendix A
2	Internship Supervisor Evaluation (direct measure)	To assess a student's soft and technical skills	Required in capstone course (ENV4950) every semester (F/W/S) students are enrolled.	See Supervisor Evaluation-Appendix B

3	Journal (indirect measure)	To assess the preparedness of students entering into the workforce in the field of environmental science, graduate school, or professional schools.	Administered in capstone course (ENV4950) every semester (F/W/S) students are enrolled.	See Journal Grading Rubric-Appendix A
4	Alumni Survey (indirect measure)	To acquire feedback from graduates on the program's ability to prepare students for entering into the workforce in the field of chemistry, graduate school, or professional schools.	Distributed annually	See Department Alumni Survey-Appendix C

B. How will you use results to improve your program and/or your capstone course?

The results of the assessment will be discussed with the faculty. The results will be utilized to identify weaknesses in the program and provide direction for the necessary modifications of the program to fill in the gaps or deficiencies identified in the results.

Step 6: Submit Assessment Plan

Send completed form electronically to ternes@oakland.edu.

Appendix A – Grading Rubrics

Capstone Research Paper Grading Rubric

Journal Grading Rubric

Appendix B-Supervisor Evaluation

Supervisor Evaluation Form

Appendix C-Survey

Alumni Survey