**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: Psychology (Ph.D.)

School or College your program resides in: Arts & Sciences

Program Level (check all that apply):

Undergrad ☐

Master’s ☐

Doctoral X

Date Report Submitted: 9-2-14

Current Assessment Contact Representative (& E-mail): Virgil Zeigler-Hill (zeiglerh@oakland.edu)

Current Department or Program Chair (& E-mail): Todd Shackelford (shackelf@oakland.edu)

Current Dean (& E-mail): Kevin Corcoran (corcoran@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. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). 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. Members of the UAC 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 ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

**Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures**

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website: XXXX.]

* In column 1, record what aspects of the OU Mission your program addresses.
* In column 2, record your program goals as they relate to the OU Mission.
* In column 3, record your program’s planned student learning outcomes related to each program goal.
* In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

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| --- | --- | --- | --- |
| (1) OU Mission | (2) Program Goals | (3) Student Learning Outcomes | (4) Assessment Measures |
| “A strong core of liberal arts and sciences [will] ... develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship [and] an enriched life.” | Our goal is to provide students with courses and other learning opportunities that will introduce them to a wide range of psychological theories and research. Within these courses, students will develop general skills such as clarity of oral and written expression, time management, and organizational skills. | The students will demonstrate an understanding of a wide range of psychological theories and research and apply critical thinking skills. | Each student will be asked to complete an exit survey when they complete the program. A copy of the survey is attached to this document. The survey contains items designed to determine if the students believe they received adequate exposure to a wide range of psychological theories and research during their time in the program. |
| “...research and scholarship reinforce the instructional mission of the university. Whenever possible students are involved in research projects ....” | Our goal is to provide students with research training and opportunities that will reinforce the educational mission of the university. | Students will develop the skills to conduct research that warrants publication in peer-reviewed psychological journals. | Three assessment measures will be used to capture this student learning outcome.  1. Each student will be asked to complete an exit survey when they complete the program. A copy of the survey is attached to this document. The survey contains items designed to determine if the students believe they received adequate research training and opportunities.  2. Each student will be required to complete a Dissertation. The goal is for the quality of this final product to be sufficient to warrant publication in a peer-reviewed psychological journal. The evaluation system used is attached to this document.  3. Each student will be asked to provide a copy of his or her CV at the time of graduation so that we can track the number of publications and conference presentations for our Ph.D. students. |
| “Each program ... ensure[s] .. superior career preparation or enhancement.” | Our goal is to provide students with the training and experiences that are necessary for them to begin their professional careers when they graduate from our program. | Students will be trained by psychological scientists who will be able to help them develop the research skills that are necessary for beginning their professional careers when they graduate from our program. | Each student will be asked to complete an exit survey when they complete the program. A copy of the survey is attached to this document. The survey contains items designed to determine if the student (1) has been successful finding employment or a postdoctoral position after graduating from our program, (2) had opportunities to generate publications during his or her time in our program, and (3) had opportunities to present at conferences during his or her time in our program. |

**Step 4: Participation in Assessment Process**

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| --- | --- |
| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| The Director of Graduate Training (currently Dr. Virgil Zeigler-Hill) and the Graduate Program Committee (currently Drs. Todd Shackelford, Jennifer Vonk, Lisa Welling, Andrea Kozak, Dean Purcell, Michele Purdie, Scott Pickett, and Virgil Zeigler-Hill) will be primarily responsible for carrying out the assessment plan. | The Director of Graduate Training will ask each graduating student to complete an exit survey and provide a copy of his or her current CV. The Director of Graduate Training will also collect information from the appropriate faculty members concerning their evaluations of the Dissertation for each graduating student. The Director of Graduate Training will share the results of these assessments with the Graduate Program Committee at the end of each academic year. The Graduate Program Committee will generate a report summarizing the results of these assessments each year. |

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

A. How will you analyze your assessment data?

The Graduate Program Committee will meet periodically to review the results of the assessment measures and assess whether changes to the Ph.D. program would help us to achieve our program goals.

B. How will you use results to improve your program?

If it is determined by the Graduate Program Committee that changes are required to improve our Ph.D. program, then recommended changes will be presented and discussed by the appropriate faculty (i.e., minor changes for the Ph.D. program will be implemented by the Graduate Program Committee and major changes will be considered by the entire faculty of the Department of Psychology). Once implemented, the impact of the changes will be evaluated using our assessment measures.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).