**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name:

School or College your program resides in:

Program Level (check all that apply):

Undergrad 

Master’s ☐

Doctoral ☐

Date Report Submitted:

Date Report Submitted:

October 15, 2016

Current Assessment Contact Representative (& E-mail):

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**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 |
| (1) a. Oakland University assumes an obligation to advance knowledge, skills and abilities through the medium of high-quality undergraduate curricula, with the goal to prepare students for meaningful work and fulfilling lives. | (2) 1a. WHP students develop multi-disciplinary understanding of determinants and issues in health and wellness, thereby facilitating knowledge and skills for appropriate individual- and community-centered interventions. | (3) 1a. Students will know and understand structure and function of the human body in relation to disease and prevention of illness. | 1. 1a. Evaluation of student performance in practical and oral examinations (Measure I).  * Direct measure   (4) 1a1. Evaluation of student performance during the internship by the site supervisor (Measure II).   * Direct measure   (4) 1a2. Assessment embedded in other upper-level course exams or assignments (Measure III).   * Direct measure   (4) 1a3. Open-ended forums with students. Both specific and thematic feedback data will be recorded (Measure IV).   * Indirect measure |
|  | (2) 2a. WHP students are prepared with conceptual, technical, and other applied  behavior change skills for a variety of careers in the wellness and health promotion field. | (3) 2a. Students will learn the major determinants of health and health outcomes, and develop applied strategies in primary and secondary prevention of ill-health and injury. | 1. 2a. Evaluation of student performance in practical and oral examinations (Measure I).  * Direct measure   (4) 2a1. Open-ended forums with students. Both specific and thematic feedback data will be recorded (Measure IV).   * Indirect measure |
|  | (2) 3a. WHP students become effective communicators in health promotion. | (3) 3a. Students will know and understand the interdisciplinary content within the  field of wellness, health promotion, and injury prevention. | 1. 3a1. Evaluation of written and oral communication ability and health promotion materials produced by the student (Measure V).  * Direct measure  1. 3a2. Evaluation of student performance in practical and oral examinations (Measure I).  * Direct measure   (4) 3a3. Faculty peer reviews of community service projects conducted either by individual students, or student groups (Measure VI).   * Indirect measure |
| (1) b. Oakland University promotes research and creative endeavors to prepare students for the rigors of post-baccalaureate education. | (2) 1b. The WHP program prepares students for graduate study in allied health fields. | WHP students learn, apply and integrate theory with practical experiences to compete for careers in allied health fields. | (4) 2b1. Evaluation of student performance in practical and oral examinations (Measure I).   * Direct measure     (4) 2b2. Student exit interviews with program director at the end of the semester in which the student will be graduating (Measure VII).   * Indirect measure |
| (1) c. Oakland University prepares students to serve the community by providing appropriate instructional techniques, and promoting an ethos of productive and responsible citizenship. | (2) 1c. The WHP program provides meaningful opportunities for students to develop applied health promotion, critical thinking and problem solving skills. | (3) 1c. Students will be able to apply their knowledge to solve real-world problems. | 1. 3c1. Evaluation of real-world, applied health promotion course projects (Measure VIII).  * Direct measure   (4) 3c2. Evaluation of student performance during the internship by the site supervisor (Measure II).   * Direct measure   (4) 3c3. Faculty peer reviews of community service projects conducted either by individual students, or student groups (Measure VI).   * Indirect measure |
|  | (2) 2c. The WHP program provides meaningful opportunities for students to apply knowledge, skills and abilities in service of the community or workplace. | (3) 2c. Students will be involved in community service, and/or applied research. | 1. 2c1. Evaluation of real-world, applied health promotion course projects (Measure VIII).  * Direct measure   (4) 2c2. Faculty peer reviews of community service projects conducted either by individual students, or student groups (Measure VI).   * Direct measure |

**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 |
| All WHP faculty (full- and part-time) | All WHP faculty (full- and part-time) will be responsible for evaluating their students in the courses they teach. |
| Program Director | The Program Director will be responsible for:   * Approving students to register for upper-level courses once they have successfully completed the pre-requisite courses * Meeting with students to approve their internship site. * Obtaining a mid-point evaluation report from students during their internship * Compiling and summarizing questionnaire data on internships * Presenting the Assessment Plan (if any changes have been made) and the first draft of the Assessment Report to program faculty for feedback and approval prior to submission to UAC. |

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

How will you analyze your assessment data? Below, we describe the assessment measures in Step 3 and how each will be collected and analyzed.

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| **MEASURE #** | **MEASURE DESCRIPTION** | **COLLECTION** | **ANALYSIS** |
| I | Evaluation of student performance in practical and oral examinations. | This will be collected using scores from student exams. | The data will be analyzed according to percentages out of 100 points. This will be converted into categories used by the Office of Institutional Research and Assessment (0, < 1.9, 2.0-2.9, 3.0 – 3.5, and 3.6 – 4.0). |
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| II | Evaluation of student performance during the internship by the site supervisor. | These data are collected using various surveys that are contained in the syllabus of the internship (WHP 401). | Completed by the site supervisor and assesses knowledge in the field, students’ personal qualities, and progress in the WHP program and overall assessment. The assessors (supervisors) of the internship sites completed a 13 question survey (attached) to evaluate the student’s knowledge of the field (4 questions); personal qualities (7 questions); and an overall assessment (2 questions). The responses used a five-point Likert scale (1= poor and 5=excellent). |
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| III | Assessment embedded in other upper-level course exams or assignments. | This will be collected using scores from student exams. | The data will be analyzed according to percentages out of 100 points. This will be converted into categories used by the Office of  Institutional Research and Assessment (0, < 1.9, 2.0-2.9, 3.0 – 3.5, and 3.6 – 4.0). |
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| IV | Open-ended forums with students. Both specific and thematic feedback data will be recorded. | Once per semester, the program director will hold a forum with WHP majors, minors and pre-WHP. The program director will ask them to complete a SWOT analysis (strengths, weaknesses, opportunities and threats) of their experience in the program. This will provide specific feedback. The program director also will encourage an open discussion about the program that takes place in a safe and non-judgmental environment. This will allow the program director make any necessary changes to the program. | The data from the collection efforts will be analyzed using frequencies and percentages, including the identification of major themes. |
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| V | Evaluation of written and oral communication ability and health promotion materials produced by the student. | Several courses within the WHP program (i.e. WHP 360 and 380) produce health promotion materials and teach and assess public speaking and presentation. The instructor assessments from these assignments will be collected. | The data will be analyzed according to percentages out of 100 points. This will be converted into categories used by the Office of Institutional Research and Assessment (0, < 1.9, 2.0-2.9, 3.0 – 3.5, and 3.6 – 4.0). |
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| VI | Faculty peer reviews of community service projects conducted by individual students, or student groups. | Several courses within the WHP program (i.e. WHP 311, 360, 380, 350 and 460) produce health promotion materials and teach and assess public speaking and presentation. The instructor assessments from these assignments will be collected. | The data will be analyzed according to percentages out of  100 points. This will be converted into categories used by  the Office of Institutional Research and Assessment (0, <  1.9, 2.0-2.9, 3.0 – 3.5, and 3.6 – 4.0). |
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| VII | Student exit interviews with program director at the end of the semester in which the student will be graduating. | The surveys from the internship (WHP 401) are collected during this interview. In addition, the students share with the program director their WHP portfolio. The students are required to include the following in their portfolio binder: a sample job application cover letter; copy of resume, all WHP course syllabi, a clean copy of any major project work undertaken for any WHP course, and a brief, self-reflection about each WHP course experience into the. The purpose of the journal is to assist students to find work following graduation and/or to assist with application to graduate school (copies of syllabi). A well-documented record of coursework taken, together with samples of practical WHP applications, will demonstrate evidence of student knowledge, skills and abilities. | The data from the surveys is analyzed. The surveys assess the following:   * Surveys 1 and 2: Completed by the site supervisor and assesses knowledge in the field, students’ personal qualities, and progress in the WHP program and overall assessment. The assessors (supervisors) of the internship sites completed a 13 question survey (attached) to evaluate the student’s knowledge of the field (4 questions); personal qualities (7 questions); and an overall assessment (2 questio3 * Survey 3: Completed by the student in evaluating the practicum site. Students responded using a Likert scale (1=strongly agree; 2=disagree; 3=neither agree nor disagree; 4=agree; and 5=strongly agree). * Survey 4: Students complete a survey to assess the WHP program. The questionnaire consists of 10 questions assessing how well they think the WHP program prepared them for a career in wellness, health promotion and injury prevention. Students are asked to circle the appropriate number from 1 (poor) to 7 (excellent) or a “not applicable” option. Students also are asked about the students’ intention upon graduation with the following options: have already found work; seeking work; accepted to graduate school; application to graduate school in –process; other. |
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| VIII | Evaluation of real-world, applied health promotion course projects. | Several courses within the WHP program (i.e. WHP 311, 360, 380, 350 and 460) produce health promotion materials and teach and assess public speaking and presentation. The instructor assessments from these assignments will be collected. | The data will be analyzed according to percentages out of  100 points. This will be converted into categories used by  the Office of Institutional Research and Assessment (0, <  1.9, 2.0-2.9, 3.0 – 3.5, and 3.6 – 4.0). |

B. How will you use results to improve your program? Below we describe the measure and the strategies we would follow to improve the program if the results are lower than we expected. Performance criteria are used for each student learning outcome. The assessment of student learning will follow the plan presented, the next step would involve the evaluation of the assessment results. The results will be discussed at scheduled faculty meetings and would involve feedback through from the assessment results, inputs from other stakeholders (alumni, employers, students, industry committee, etc) will be considered during the evaluation process to drive continuous improvement. The next step after the evaluation would involve the implementation of the evaluation decisions. The implementation would be continuously monitored to ensure effectiveness. The process on how we would close the loop to ensure students’ success would be properly documented.

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| **MEASURE #** | **MEASURE DESCRIPTION** | **PROGRAM IMPROVEMENT STRATEGIES** | |
| I | Evaluation of student performance in practical and oral examinations. | Underperformance in practical and oral examinations requires a review of course content, delivery and expectations/preparation of students. If learning outcomes are not satisfactory met, the decision to review performance expectations and modifications will be implemented, with necessary follow-up to ensure effectiveness of the improvement strategies. | |
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| II | Evaluation of student performance during the internship by the site supervisor. | Poor performance during the internship may suggest inadequate preparation in coursework, or may reflect student attitudes. The assessment results will be carefully reviewed to identify areas of weakness and low performance relative to the student learning outcomes. Remedial steps would follow. | |
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| III | Assessment embedded in other upper-level course exams or assignments. | Any underperformance found during assessment embedded in other upper-level course exams or assignments would lead to a review of the defined learning outcomes, performance criteria, performance target, course content, delivery and grading. Improvement strategies such as; the use of multiple assessment instruments and modification of the assessment rubric would be considered. If implemented, periodic review of the implemented changes would be initiated to ensure continuous effectiveness of the strategies. | |
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| IV | Open-ended forums with students. Both specific and thematic feedback data will be recorded. | Open forums with students could result in multiple refinements within the program. All feedback from the students will be considered and ideas that would guarantee students’ success would be incorporated in the programmatic improvement efforts by the program. | |
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| V | Evaluation of written and oral communication ability and health promotion materials produced by the student. | Underperformance on written and oral communication ability would result in remedial steps being taken within the WHP curriculum, or through general education. The assessment rubric and outcome expectations would be reviewed. If necessary, changes would be made and communicated to the students for their preparation. | |
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| VI | Faculty peer reviews of community service projects conducted by individual students, or student groups. | Faculty peer reviews of community service projects conducted either by individual students, or student groups, would follow a consistent performance rubric, designed for the projects. Shortfalls would be addressed via outcome review, project objectives review and specific course review. Required changes would be implemented and monitored for performance improvement. | |
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| VII | Student exit interviews with program director at the end of the semester in which the student will be graduating. | Student exit interviews could result in multiple refinements within the program. The exit questions would be periodically reviewed with focus on the program’s educational objectives and outcomes. If the interview questions do not capture the important and relevant information intended, modifications would be initiated to improve on the content of the questions, delivery mode, students’ response rate and the interpretation of the response results. | |
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| VIII | Evaluation of real-world, applied health promotion course projects. | Application of knowledge and skills in real-world, applied health promotion course projects must attain quality standards expected of successful performances in the workplace. If students under-perform; the learning outcome, performance target, project objectives and specific course contents would be reviewed. Required changes would be implemented and monitored for performance improvement. | |

**Step 6: Submit Assessment Plan**

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