OAKWOOD UNIVERSITY
Institutional Effectiveness

PLANNING AND ASSESSMENT HANDBOOK

Huntsville, Alabama

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INSTITUTIONAL STRATEGIC PLANNING

PLANNING PROCESS SUMMARY
The President of Oakwood University is responsible to the Board of Trustees for the development and implementation of a comprehensive strategic written plan. Oakwood University endorses the philosophy that the effective development and implementation of a comprehensive strategic plan requires the efficient cooperation of all members of the University community. The ultimate purpose of the plan is to define the University to its constituency, internal and external, in an effort to provide a mutual understanding of its mission and goals. This understanding leads to a common acceptance of the strategies employed to achieve the stated mission and goals.

The planning process at Oakwood University involves individuals from across the campus and from relevant external constituents. The president has established a University-wide planning committee, charged with the responsibility of managing the planning process. Specifically, the planning committee's purpose is to help ensure that planning is systematic, broad-based, interrelated, and appropriate to the institution. Its function is to assist the institution in defining its expected educational results and in developing methods for analyzing the results.

The University Planning Committee is also responsible for developing and maintaining the University mission and vision statements, goals, strategic initiatives, and outcome measures. The process solicits input from the entire University community. The committee also conducts the University's environmental scan. During the five year period of the University plan, the committee meets yearly to review the status of the plan and to make recommendations on appropriate changes, updates, and revisions to the mission statement and goals. The committee also identifies/reviews/revises the strategic initiatives that help in prioritizing budget allocations.

To ensure that the planning process is broad-based, the University Strategic Planning Committee is composed of responsible parties across the campus. The committee consists of twenty-two members and is chaired by the University president. The remaining members are:

- Provost
- Vice President for Academic Affairs
- Vice President for Financial Affairs
- Vice President for Student Services
- Assistant Vice President for Information Technology
- Vice President for Advancement and Development
Oakwood University’s planning process begins with the University's mission statement. The mission statement defines the purpose of the University. It answers the question, “Why does the university exist?” In addition, the mission statement may answer several related questions. What makes the university different from other colleges/universities? What are the unique characteristics of the university? What are the core values of the university?

The mission statement is the cornerstone of the planning process. It is a relatively stable document that identifies the purpose of the University and the unique role that it serves. The mission statement may be revisited occasionally during the life of the strategic plan, but substantive changes will be made only as a result of significant changes in the external environment or the structure or function of the university.

The University vision and goals are closely related to the mission statement. The vision describes the outcome of achieving the mission. The goals support the accomplishment of the mission.

*The Oakwood University mission statement, vision, and goals are presented on the following page.*
**Oakwood University Mission Statement**

Oakwood University, a historically Black Seventh-day Adventist institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind, body, and spirit; and prepares leaders in service for God and humanity.

**Vision**

Oakwood University graduates are leaders in service to God and humanity.

**College Goals**

**Goal 1:** *Spiritual Vitality*: Promote a Christ-centered, Seventh-day Adventist worldview.

**Goal 2:** *Educational Excellence*: Demonstrate academic excellence in teaching and learning.

**Goal 3:** *Nurturing Environment*: Facilitate a supportive environment that is sensitive to the needs of students and all other constituents.

**Goal 4:** *Operational Efficiency*: Ensure efficient service and resource management.

**Goal 5:** *Resource Development*: Provide sufficient financial resources to support all aspects of the institution.

**Goal 6:** *Institutional Relations*: Enhance the reputation and relationships of the institution.

**Goal 7:** *Technology Leadership*: Maintain a technologically progressive campus.
**ENVIRONMENTAL SCAN (SWOT ANALYSIS)**

The University Strategic Planning Committee, with input from the university community, conducts the environmental scan for the university. The primary purpose of the scan is to identify and analyze the environment in which the university operates. Changes in the external environment or in the structure or function of the university are identified through the environmental scan. The scan involves two steps. First, the strengths and weaknesses within the University environment must be identified. Strengths are those things that the university does well and/or that make a significant positive contribution to the effective or efficient operation of the university. Weaknesses include things within the university that need improvement. Second, opportunities and threats in the external environment must be identified. While the external scan should be comprehensive, there is no need to include things that have little or no relevance for the university. Threats may result from politics, legislation, technology, demographics, or competition. They are generally the things that are not under the control of the university and that may have a significant negative impact on the operation of the university. A topic that often dominates the discussion of threats is funding. While few if any colleges believe they have sufficient funds to fulfill their mission, it is generally more productive to focus on the perceived causes for the funding problem (appropriations, legislation, demographics, etc.) than to allow the discussion to deteriorate into a gripe session about inadequate funding. Opportunities are also external to the university, but provide potential for growth or development within the university. Opportunities may assist the university in identifying prospective goals that are desirable to pursue.

After the environmental scan has been completed, it is advisable to write the scan in a narrative form including the most relevant strengths and weaknesses, opportunities, and threats. The narrative form allows those reading the document to more easily follow the reasoning and logic used in the development of the strategic plan.
UNIVERSITY GOALS, INITIATIVES, AND OUTCOME MEASURES

Once the mission statement is defined and the environmental scan completed, goal statements can be developed. Goal statements flow from the mission statement, but may evolve from weaknesses or opportunities identified in the environmental scan. Goals represent a desired state that the organization is attempting to achieve. Goal statements should be general and broad-based in nature to allow for potential inclusion of all departments and for creativity in the development of department-level objectives. These goal statements provide direction for the university. The university’s strategic plan will generally include five to ten goals.

For each goal one or more strategic initiatives should be specified. Strategic initiatives identify University-level objectives and are given priority in the budgeting process. Each initiative should have one or more outcome measures. The outcome measure is a statement of the anticipated result and describes the end product of achieving the initiative.

Once the planning committee has drafted the mission statement, goals, strategic initiatives, and outcome measures, the draft is distributed throughout the University for review and comment prior to final approval. Comments and suggestions are presented to and reviewed by the Planning Committee. The committee incorporates changes where necessary and finalizes the mission statement, goals, initiatives, and outcome measures for the University. The final version is recommended to the Board of Trustees for approval.

While the University strategic plan covers a five year period, outcomes for the strategic initiatives are determined for each academic year—additions, deletions, and/or revisions to the outcomes may be made annually and the results published in the institutional action plan. The format for this report is included in the appendix.

The Institutional Research Function

In establishing assessment measures, the University should also consider the feasibility and cost of collecting the data. Every effort should be made to coordinate assessment measures within the University to avoid redundant surveying by the University and the various departments. The Office of Institutional Effectiveness (OIE) coordinates University and departmental assessment measures to reduce duplication of efforts. Each unit must construct clear and concise assessment measures for this effort to be of maximum usefulness.
Also, by utilizing existing channels for data collection, redundancy can be further minimized. Potential sources for outcome data include University or program records, existing reports [Integrated Postsecondary Education Data System (IPEDS), Southern Association of Colleges and Schools Institutional Profile (SACS-IP), United Negro College Fund Statistical Report (UNCF-SR), Common Data Set (CDS), the Fact Book, etc.], general surveys of internal and external stakeholders, focus groups, benchmarking with institutions having similar missions and characteristics, and other reports produced regularly by various departments in the University.

**COMPONENTS OF AN INSTITUTIONAL STRATEGIC PLAN**

1. Introduction
2. Context
3. Core Values
4. Environmental Scan (Strengths, Weaknesses, Opportunities, Threats)
5. Mission Statement
6. University Goals
7. Assessment and Evaluation System
8. Philosophy of Quality Assurance

**COMPONENTS OF AN INSTITUTIONAL ACTION PLAN**

1. Mission Statement
2. Vision
3. University Goals
4. Strategic Initiatives
5. Outcome Measures
**CAMPUS INSTITUTIONAL EFFECTIVENESS REPORT**

The Institutional Effectiveness Committee (see pages 36-37 for a complete description of this committee) drafts a Campus Institutional Effectiveness Report by July 1 of each year, utilizing the results of the division assessment plans (part of the University Strategic Plan). The report should include sections on the following.

*Summary of Results of University Assessment Activities*

The institutional effectiveness report includes a restatement of each goal (column one), strategic initiative (column two), and outcome measure (column three) from the institutional action plan. Column four describes the assessment results of all completed initiatives or gives the status of incomplete initiatives and/or assessments.

Compare the overall assessment results for each initiative to the outcome measure. Does the outcome measure = assessment results? If the assessment results indicate a different outcome than desired, discuss the reason(s) for the difference (wrong assessment activities? need to rework the objective? other influences?)

*Use of Results*

Explain in column five the revisions necessary to produce the expected outcome measures.

If the outcome is **not achieved**, state briefly your recommendation to:
- Continue it *without changes* for the next year, or
- Change it (state how and why).

If the outcome has been **achieved**, state briefly your recommendation to:
- Replace it with another outcome,
- Continue it for another year (state why), or
- Simply delete it.

Any recommendations to the University Strategic Planning Committee to alter the University Mission Statement, the University goals, the strategic initiatives, or the outcome measures, **must be documented** in column five. Clearly state *the reason* for the alteration(s) and double-check your revisions to see that they meet the criteria listed in the University strategic planning section of this handbook.
If you plan to recommend a new goal or initiative, state the goal or initiative, describe the expected outcome measures, list the strategies, and detail the assessment measures. Double-check to see that you follow the criteria listed for each of these elements in the institutional strategic planning section of this handbook.

Any recommendations regarding new or additional assessment activities should be detailed in this section also. If you plan to recommend a variation in the assessment measures, refer to the criteria for assessment measures in the institutional strategic planning section of this handbook.

Summary of Improvements in the University Resulting from Planning and Assessment Activities
Write a brief statement concerning each significant improvement in the University that has resulted from the previous year’s planning and assessment activities.

The Campus Institutional Effectiveness Report represents the culmination of Oakwood’s annual strategic-planning procedures and must be of publishable quality. Information from column five (Use of Results) will be used to initiate renewed institutional strategic planning, and the entire document will become a permanent record verifying the institutional effectiveness process of the University.

COMPONENTS OF A CAMPUS INSTITUTIONAL EFFECTIVENESS REPORT
- Heading: Identify University name, report name, and the academic year.
- Mission and Vision Statements
- Column one: Restatement of each University goal
- Column two: Restatement of each strategic initiative
- Column three: Restatement of each outcome measure
- Column four: Summary of results of University assessment activities; comparison of assessment results and outcome measures for each initiative; evaluation of progress toward achievement of each initiative
- Column five: Recommendations regarding use of results including all suggested alterations, additions, or deletions
- Summary of improvements in the University that have resulted from planning and assessment activities
STRATEGIC PLANNING UNITS

The University is divided into eight strategic planning units. The units are the President’s Office, Provost’s Office, Academic Affairs, Advancement and Development, Financial Affairs, Information Technology, Student Enrollment Services, and Student Services.

Planning unit directors are responsible for facilitating strategic planning and assessment within their respective units. The planning unit director works with department heads within their units to identify specific unit goals and objectives to support, and to develop appropriate departmental goals, objectives, strategies, and outcome measures.

EXECUTIVE PLANS AND SUMMARIES

Planning unit directors are responsible for submitting planning unit goals and initiatives. These goals and initiatives help communicate the planning and budgeting priorities of the unit. They state how the unit will address its responsibilities toward the accomplishment of the University Strategic Plan.

At the close of the academic year, planning unit directors are also responsible for submitting an executive summary of the unit’s effectiveness. The executive effectiveness summary describes the major accomplishments, unmet objectives, challenges faced, and future objectives of the planning unit. Collectively, this information serves as the basis for the effectiveness report for the entire University and for revisions to the University’s strategic plan.
DEPARTMENT-LEVEL PLANNING

After the planning unit goals, initiatives, strategies and outcome measures have been reviewed and approved, the departments can develop their operating plans. Department-level plans flow from the planning unit goals, initiatives, and outcomes.

STATEMENT OF PURPOSE

This statement defines the purpose of the department within the context of the university. The statement of purpose is logically linked to the university mission statement. The core of the statement of purpose will answer three questions: (1) Whom do we serve? (2) What do we provide? and (3) Why do we provide it? These questions establish the purpose of the department.

Examples:

Office of Admissions, Registration, and Records
(Sample University)

Statement of Purpose: The Office of Admissions, Registration, and Records supports the instructional endeavors of the University by providing timely, efficient, and courteous service to students, alumni, faculty, administration, and the public. We are dedicated to safeguarding the accuracy, integrity, and security of each student’s academic record. We strive for fairness in the administration of academic policies while being sensitive to the needs of each individual student. We ensure compliance with all University, state, and federal regulations.

Business Administration
(Sample University)

Statement of Purpose: The Business Administration Department supports the University’s mission of providing residents of North Alabama with the broadest possible access to high-value, quality educational opportunities and services. The department will provide academic and practical experiences to facilitate students’ ability to perform responsibly in their chosen professional roles in business, industry, government, and other related careers. The faculty will also support the University’s mission through active participation in providing services to area civic, governmental, and business organizations.
DEPARTMENTAL GOALS, OBJECTIVES AND OUTCOME MEASURES

Each department reviews the division goals, initiatives, and outcome measures and selects those that are most significant for the department at the time. Departments then refine/define departmental goals and objectives to support the selected unit goal(s).

Goal statements describe a desired state that the department wants to achieve. They flow from the departmental purpose statement and support division goals. They may also address weaknesses identified in the departmental effectiveness report.

Well-defined and useful objectives include strong, action-oriented verbs that describe an observable or measurable behavior or action and answer three general questions: Who is the intended target population? What is the intended aim or purpose (while there may be multiple objectives listed for a goal, only one aim or purpose is included in each objective)? and Why will this be of benefit? Objectives should not list activities to be performed or attempt to answer the question of “how” a program or service will be provided.

ACADEMIC DEPARTMENTAL OPERATING PLANS

The academic departments are responsible for developing operating plans and student learning outcomes for each academic program. The program operating plans should contain data regarding enrollment, adequacy of student preparation, customer satisfaction, integration of faith and learning, and other program needs as specified by the department. Please see “Academic Program Review” for a detailed description of planning and assessment in the instructional departments.

DEPARTMENTAL STRATEGIES

At the departmental level it may be necessary to identify specific strategies (actions) that will result in the achievement of stated objectives. Strategies may be used to outline the who, what, how, how much, and time frame for particular activities. The number of strategies listed is dependent on the scope of the objective being addressed. It is recommended that only significant operational strategies be identified and integrated into the planning/budgeting process.
OUTCOME MEASURES

An outcome measure is a statement of the expected outcome or result and describes the end product of achieving the objective.

How can progress toward attainment of the objective(s) be shown/measured? Outcome measures generally consist of an activity and an indicator. The activity and indicator may be joined together in a single statement or listed separately depending on preferences within the department.

The activity explains in detail the tasks that the department will perform to collect data which will be used to evaluate each objective. The department needs to employ a variety of assessment methods, and each one should be relevant, understandable, and important to its objective(s). The department’s assessment measures should indicate the conditions, the frequency, and/or tools necessary for collection of the assessment data for each objective.

The indicator shows the unit in quantity or quality of measure that will determine attainment of each objective. It may be a number, percentage, degree, date, or possibly some other standard that provides a criterion for evaluating the success of the department’s efforts toward accomplishing each objective.

There are several factors that should be considered in the selection and definition of outcome measures:

1. Relevance to the objective
2. Importance of what it measures
3. Understandability of the measure
4. Extent to which the program has control/influence over the values included in the outcome.
   While this is an important factor, it should not be overused. The program may have relatively little control over many of the most important outcomes. If the program has some measurable effect on the outcome, the indicator should be considered for inclusion.
5. Feasibility and cost of achieving the outcome and collecting relevant data.

The Institutional Research Function

In establishing assessment measures, the department should consider the feasibility and cost of collecting the data. Every effort should be made to coordinate assessment measures within the University to avoid redundant surveying by the University and the various departments. The Institutional Effectiveness Office coordinates University and department assessment measures to reduce duplication.
of efforts. Each unit must construct clear and concise assessment measures for this effort to be of maximum usefulness.

Also, by utilizing existing channels for data collection, redundancy can be further minimized. Potential sources for outcome data include University or program records, existing reports (IPEDS, SACS, the Fact Book, etc.), general surveys of internal and external stakeholders, focus groups, benchmarking with institutions having similar missions and characteristics, and other reports produced regularly by various departments in the University.

A useful technique for identifying outcome measures is flowcharting. This technique allows the group to see the link between the objective and the outcome measure and provides a framework for defining the steps involved in moving from the objective to the outcome measure. Flowcharting also allows groups to more easily differentiate between objectives and activities. The intermediate steps between the objective and the outcome measure will often be activities.

Figures 1 and 2 show the logical flow of activities from the stated objective to the outcome measure. Activities are printed in the boxes. Indicators for each activity are in parentheses. In Figure 1 the objective of expanding undergraduate recruiting activities is expected to lead to an increase in undergraduate enrollment. Between these two elements are steps that will logically occur in the progression from the objective to the attainment of the outcome measure.

The number of steps to be included between the objective and the outcome measure is determined by the department developing the flowchart. The example shown in Exhibit 1 evolved from the flowchart shown in Figure 1.
FIGURE 1: Flowchart for Undergraduate Recruitment Objective

**Objective**
- Expand undergraduate recruiting program
  (Data needs: number of recruiting activities)

**Prospective students attend recruiting programs**
- (Data needs: number of student contacts)

**Prospective students request additional information**
- (Data needs: number of prospective students requesting additional information)

**Students submit applications for admission**
- (Data needs: number of prospective undergraduates applying for admission)

**Students are admitted to the university**
- (Data needs: number of new undergraduates admitted)

**Students enroll for classes**
- (Data needs: number of new undergraduates enrolled)

**Outcome**
- Increase in undergraduate enrollment
  (Data needs: Total undergraduate enrollment before and after; amount of change)
Exhibit 1 – Sample Objective for Recruitment Office

**Goal 1:** Provide quality educational opportunities and support services.

**Objective 1:** Expand University recruitment programs to increase student enrollment.

**Assessment Measures:**
1. Number of recruitment programs offered
2. Number of prospective students contacted *(segment results by ethnicity, gender, and location)*
3. Number of prospective students requesting additional information
4. Number of prospective students applying for admission to the University
5. Number of applicants admitted to the University
6. Number of new students enrolled in the University
7. Change in enrollment/total enrollment

**Expected Outcome:** Increase in undergraduate enrollment

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**COMPONENTS OF A DEPARTMENT-LEVEL PLAN**

- Heading (report title with year, department name, preparer and title)
- Statement of Purpose
- Departmental Goal(s); planning unit and University goals supported
- Department Objectives and/or Strategies
- Outcome Measures
DEPARTMENT-LEVEL REPORTING

DEPARTMENTAL EFFECTIVENESS REPORT
Non-instructional departments of the University are to complete a Departmental Effectiveness Report by
the end of the first full week of May each year, utilizing the results of the department assessment
measures (follow-up of the Departmental Operating Plan). The report should include sections on the
following.

DEPARTMENT INFORMATION
Identify the department, the person preparing the report, the academic year being reviewed, and the
department statement of purpose.

SUMMARY OF RESULTS OF DEPARTMENT ASSESSMENT MEASURES
Restate each goal, objective/strategies, and outcome measure from the departmental operating plan.
Then briefly describe assessment results for each outcome measure detailed in the existing operating
plan—give the status of incomplete assessments, and give the results of all those completed.

Comparison of assessment results to outcome measures for each objective
Compare the overall assessment results (data collected from the assessment measures) for each
objective listed to the outcome measures of each (Do outcome measures = assessment results?). If the
assessment results indicate a different outcome than desired, discuss the reason(s) for the difference
(wrong assessment activities? need to rework the objective? other influences?) and explain in column 5,
Use of Results, the departmental planning revisions necessary to produce the expected outcome.

USE OF RESULTS
If the objective is not achieved, state briefly your plans to:
• Continue it without changes for the next year, or
• Change it (state why).
If it has been achieved, state briefly your plans to:
• Replace it with another objective,
• Continue it for another year (state why), or
• Simply delete it.
Any **proposed** alteration or addition to the department statement of purpose, goals, objectives, or outcome measures, **must be documented** in this section. Clearly state the *reason* for the alteration(s) and double-check your revisions to see that they meet the criteria listed in the strategic planning section of this handbook.

If you plan to add a *new goal or objective*, go through the process of strategic planning to identify the planning unit goal to which it relates. State the new objective, list the strategies necessary to accomplish the objective, and describe the outcome measure(s). Double-check to see that you followed the criteria for each of the elements as listed in the Department-Level Planning section of this handbook.

The Departmental Effectiveness Report represents the culmination of the department’s annual strategic planning procedures and must be of publishable quality. Information from the *Use of Results* column will be used to revise and renew departmental strategic planning, and will become a permanent record verifying the institutional effectiveness process of the University.

**COMPONENTS OF A DEPARTMENTAL EFFECTIVENESS REPORT**

- **Heading:**
  - Title of the report with the academic year
  - Name of the department
  - Person preparing the report and their title

- **Statement of Purpose**

- Restatement of goals, objectives, and outcome measures

- Summary of results of departmental assessment activities, comparing *assessment results* and *outcome* measures for each objective

- Use of results: Evaluation of progress toward achievement of each objective; statement of proposed alterations, additions, or deletions
ACADEMIC PROGRAM REVIEW

The purpose of the Academic Program Review is to provide constructive evaluation directed toward improvement of program effectiveness, academic credibility, and efficiency in the use of institutional resources.

FACTORS IN THE REVIEW PROCESS

1. The review does not target given programs; rather, every program will be reviewed on a five-year rotational basis.

2. Reviews could result in recommendations to enhance institutional commitment to a given program as well as to reduce institutional commitment to a program.

3. Resource commitment is only one of the considerations in program review — though in lean times it is a very important consideration.

4. Although the review committee (i.e., the Curriculum Committee) might recommend that, for instance, resources be reduced or enrollments enhanced in a given program, the committee will not specify the administrative measures and actions that should be undertaken to produce those results.

5. Program review is designed to improve the effectiveness and enhance the credibility of our programs, so some issues will emerge and have to be settled as we go along.

Program Review Will Proceed as Follows:

- The Vice President for Academic Affairs and department chairs will determine the order in which programs will be evaluated over a cycle of five years. Size and complexity of each program will be primary considerations in ordering the review schedule so that evaluation does not become unduly burdensome in a given year.

- A standing committee of the faculty will serve as the Program Review Committee. It will be composed of faculty representatives from different departments, plus other relevant persons, including a student, the Vice President for Academic Affairs, and the Director of Institutional Effectiveness.

- The Office of Institutional Effectiveness will be responsible for receiving the relevant data from the departments under review and sharing it with the Program Review Committee.
• The committee will meet with the Vice President for Academic Affairs to review procedures and expectations prior to initiating the process.
• The Vice President for Academic Affairs will then meet with the chair(s) of departments scheduled for program review to rehearse the process and to discuss the content/organization of the materials to be assembled and submitted by each department. Submissions should be focused and well-organized so that the committee may be able to correctly interpret the data and expand its understanding of the program.
• The Program Review Committee will conduct the review.
• The committee will then hold open hearings on the programs under review so that persons interested in the programs may come forward to raise issues and concerns, provide information, express support, etc.
• The committee will report its assessment and will make its recommendations to the Vice President for Academic Affairs.
• Committee findings will be shared with the Faculty Senate.
• The Vice President for Academic Affairs will share recommendations with the Academic Policies Council and solicit its input.
• Finally, the Vice President for Academic Affairs will submit recommendations to the President.
COMPONENTS OF THE PROGRAM REVIEW FILE

1. Curriculum
2. Program Assessment Plan and Results for each program (annual results entered)
3. Curriculum Map for each program
4. Assessment Matrix for each program
5. Current Students
6. Dual Degree Program, if applicable
7. Course syllabi
8. Grade Distribution Reports
9. Exit examination results
10. Graduation statistics (at least 5 years) for majors in the department
11. Senior/graduate survey results
12. Alumni survey results (3-5 years out)
13. Faculty vita
14. Faculty schedule of classes and instructional roster forms
15. Faculty performance appraisals—peer reviews, chairperson’s evaluations
16. Course evaluation results
17. Faculty activities reports
18. Department minutes
19. Budget
20. Departmental resources
21. Samples of student work
22. Miscellaneous (self-selected by the department)
23. Follow-up of previous review of plans and recommendations
ACADEMIC PROGRAM ASSESSMENT PLAN

The Program Assessment Plan is designed to assure the quality of education offered to students in all academic programs of the University. Through a systematic process of self-evaluation, reporting, peer consultation, and the implementation of change, each academic program should reflect in the performance of its graduates a departmental philosophy of continuous quality improvement.

As part of the Academic Program Review process, each department must submit a Program Assessment Plan and Effectiveness Report for each program—major, minor, or concentration—offered in the department.

The plan details the broad bodies of knowledge (goals) and student learning outcomes for the discipline. It also includes (1) a curriculum map which identifies the courses in which each outcome will be addressed and (2) an assessment matrix which identifies how the department will assess student achievement of each student learning outcome. Learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program. Every five years the faculty of the program review and revise the plan, as necessary. A copy of the plan (original and revisions) should be filed with the Office of the Vice President for Academic Affairs and the Office of Institutional Effectiveness. Components of the Plan are listed at the end of the chapter.

DEPARTMENT INFORMATION

The Assessment Plan must identify the department, department chair, program director or person responsible for completing the plan/assessment, and academic major or minor (for example, B.S. in Chemistry).

STATEMENT OF PURPOSE

The statement of purpose provides a crisp clear picture of the reason the academic department exists, distinguishing it from all other academic departments within the context of the University. It will answer three questions: (1) Whom do we serve? (2) What do we provide? and (3) Why do we provide it? The department’s statement of purpose must be logically and expressly linked to the University mission statement to maintain continuity with the institutional purpose.
**PROGRAM MANAGEMENT**

The faculty identifies operational goals, objectives and outcomes for the program. Those which support division and university initiatives are provided on the reporting form and must be included in all plans. Additional goals/objectives/outcomes may be identified by the faculty to strengthen and improve the program. Identify the linkage to the university mission and goals.

**STUDENT LEARNING GOALS**

The faculty identifies the larger bodies of knowledge related to the specific academic major, minor, or concentration. These become the program learning goals and include the broad knowledge and skill sets involved in the particular degree program. For an undergraduate business degree, this might include marketing, planning, accounting, communicating, and finance. The goals are identified in the form of a list and may be separated into core and content specific lists as appropriate to the program.

**STUDENT LEARNING OUTCOMES**

The department must also identify specific desired student learning outcomes in the areas of knowledge, skills, values, and attitudes for each academic program offered. The list should be comprehensive enough to distinguish it from other majors in the department and broad-based enough to include student competencies in all learning areas for the academic program. These student learning outcomes are a major focus of the assessment of the program. They should be stated in measurable terms.

**THE CURRICULUM MAP (Appendix A)**

The curriculum map is an appendix to the assessment plan. It is presented in table form and includes all the student learning goals and outcomes exactly as stated in the plan. It also indicates all the courses required in the program and identifies in which courses and to what extent (introduced, emphasized, reinforced, and/or assessed) each outcome is addressed therein. Generally, each outcome should be addressed at least twice in the program.

**THE ASSESSMENT MATRIX (Appendix B)**

The assessment matrix is also an appendix to the assessment plan. It is presented in table form and includes all the student learning goals and outcomes exactly as stated in the plan. It indicates all the summary assessments used by the faculty of the program to measure student attainment of the student
learning outcomes. Generally, the department faculty should identify at least two assessment measures for each student learning outcome listed and state whether the outcome is measured directly (by evaluator observation or an evaluation instrument) or indirectly (in the opinion of the student). Academic assessments should include evaluative instruments that are both quantitative and qualitative in nature.

Summary assessments should not include course embedded tests, quizzes, and exams. Only those assessment tools which measure learning across the curriculum of the program are appropriate. Suggested instruments include, but are not limited to, exit exams, upper division research papers and presentations, practicum evaluations, portfolios, and capstone course activities.

The Office of Academic Affairs recommends evaluating through standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students. Capstone courses, major field exams, and student internships offer effective measures of student competencies. Program completion rates, state licensing (and certification) exams, graduate school and job placement rates may be used to measure program effectiveness. Every department needs to employ a variety of assessment methods related appropriately to the student learning outcome being assessed, including:

1. **Preparation/Knowledge:** Do our students know the program content? Use instruments such as:
   - Major field test
   - Pass rates on licensure/certification exams (Certified Public Accountant, nursing board)

2. **Skills:** Can our students perform the tasks required for employment or advanced studies in the field?
   - Supervisor evaluation of internship or field experience
   - An Industrial Advisory Committee can give input on the practical relationships of the curriculum to business and industrial applications.
   - Outcomes of state, regional, or national competitions in skill areas
Placement and/or employer evaluations - Did graduating students get jobs? Are the jobs related to their major? Were graduating students admitted to graduate or professional school? Use available data.

Portfolios

Senior projects

3. **Application:** Can students apply what they have learned? Use instruments like:

- Capstone courses
- Employer survey
- Evaluations on internships or field placements
- Review by panel of experts

4. **Self-perception:** Do our students feel that the program has prepared them for employment or graduate or professional school? Use available survey data.

- Graduating Student Survey questions such as: “My training at Oakwood will give me an advantage in the job market.” “My degree will help me get a better job or advance in my profession.” “I am already employed in a job related to my major, or I have an excellent prospect of being employed upon graduation.”
- Alumni Survey questions similar to: “My course work at Oakwood prepared me well for employment in my career field.” “I am confident that I can continue to advance in my career field because of my formal education.”
- Graduate Student Survey questions such as: “I am confident that I can succeed in graduate studies because of my undergraduate training.” “I have found the material learned in my major field very applicable in graduate studies.”

Listed below are common program and student learning assessment measures. Note that some of the items mentioned are required and others should be included as appropriate.

1. Alumni survey results — **Required**
2. Exit interview results and/or senior survey results (includes job placement and graduate school admission data) — **Required**
3. Departmental exit exams — **Required**
4. Written and oral assessment (can be a part of the exit exams) **Required**
5. Course completion rate — **Required**
6. Certification/state/national exams — **Include as appropriate**

7. External review — **Some type required**
   a. Department/program review
   b. Student competencies

8. Field placement — **Include as appropriate**

9. Student end-of-program evaluations—senior level research and/or presentations that demonstrate mastery of learning outcomes

Program faculty must determine which assessment measures will provide useful information for evaluating the greatest number of student learning outcomes. The ultimate goal is to have both quantitative and qualitative assessment measures for each outcome. However, this will take several years to accomplish. For most programs, identification of a strong quantitative tool (i.e., exit exam, capstone course) will enable faculty to collect data for most competencies each year. This can be supplemented with other assessment results and placement statistics to determine program strengths and weaknesses.

**REVISION**

Following academic program review, a department may find it necessary to make revisions to the Program Assessment Plan. Alterations, additions, or deletions identified in the Program Assessment Effectiveness Report and recommendations from the Academic Program Review committee form the basis for revisions. If revision is necessary, the revised Program Assessment Plan is submitted with the departmental response to the program review.
COMPONENTS OF A PROGRAM ASSESSMENT PLAN

- Heading: Title, Academic Years, Department Information, Department Chair, and preparer (as appropriate)
- Major, minor, and/or concentration
- Statement of Purpose
- Linkage to university mission
- Operational goals, objectives, and outcomes
- Student Learning Goals
- Student Learning Outcomes
- Curriculum Map
- Assessment Matrix
**ACADEMIC PROGRAM EFFECTIVENESS REPORT**

As part of the academic program review process, each department will prepare an annual Program Effectiveness Report for each academic major and/or minor offered in the department. The report details the level of achievement with regard to assessment measures as stated in the Program Assessment Plan. It also tells how the results will be used to make improvements in the program. **Each academic major (with its related minor) and stand-alone minor should be addressed in a separate report.** The cumulative results of five years of reporting will be submitted to the Program Review Committee during the academic program review process. **Academic program review, including the Program Effectiveness Report and a revised Program Assessment Plan, occurs on a five-year cycle.**

**DEPARTMENT INFORMATION**

Program Effectiveness is reported in columns 2 and 3 of the Assessment Plan, in which the department, the department chair, the academic program director (if different from the department chair), the academic year and the program (for example, B.S. in Chemistry) are identified.

Confirm the accuracy of the department/program mission or purpose statement and the linkage to the university mission and goals.

**SUMMARY OF RESULTS OF ASSESSMENT ACTIVITIES**

Results are reported in two separate tables. The first table reports the results of program **operational goals and outcomes.** The first operational outcomes require the collection and reporting of specific data which support division and institutional initiatives. Additional outcomes, specific to the program and identified in the assessment plan, must also be addressed as specifically as possible.

Report the results of **student learning outcomes** in the second table. Refer to the assessment matrix for the program to determine what assessment results must be reported for each student learning outcome. Results should be reported for each assessment tool identified for each student learning outcome. Be as specific as possible when describing the assessment results pertaining to an outcome. When complete results are not available, briefly give the status of or explanation for incomplete assessments.
**USE OF RESULTS**

Evaluate the acceptability of the assessment results and tell how the results have been and will be used to improve student learning. Before program review by the Program Review Committee (every five years), complete an in-depth review and evaluation of the results during the five-year period and provide a summary statement of decisions made and improvements implemented in the program.

If the results are *unsatisfactory*

1. State briefly your plans to continue assessing the competency
2. State the curriculum or program changes designed to improve the results for the next five-year cycle

If the results are *satisfactory*, state briefly your plans to:

1. Revise assessment measures to reflect a higher level of attainment of the student learning outcome
2. Continue unchanged for another five-year cycle

**REVISION**

Any alterations, additions, or deletions to the department’s statement of purpose, student learning outcomes, or assessment measures require a revised Program Assessment Plan. Clearly state the reasons for the alteration(s) in the effectiveness report. Then, following program review, revise, as necessary, the Program Assessment Plan to reflect all changes and additions, and submit the revised plan along with the department response to the Program Review Committee and to the Office of Institutional Effectiveness.

If you add a new student learning outcome, detail on the curriculum map how and in which courses it will be addressed and identify the accompanying assessment measure(s) on the assessment matrix.

The *Program Effectiveness Report* represents the culmination of this institution’s strategic planning procedures and must be of publishable quality. Information from the Use of Results column will be used to revise the Program Assessment Plan following program review. The entire document will become a permanent record verifying the institutional effectiveness process of the University.
The Institutional Research Function

Each department is responsible for completing its assessment measures, collecting the data, and reporting the results. The Institutional Effectiveness Office attempts to coordinate all department assessment activities to reduce duplication of efforts and therefore cost to the University. Every department must carefully prepare clear assessment measures for this coordination to be of maximum assistance.

Existing sources of data should be utilized to further reduce the duplication of efforts throughout the University. Potential sources for outcome data include University or program records, existing reports (IPEDS, SACS, the Fact Book etc.), general surveys of internal and external stakeholders, focus groups and benchmarking with institutions having similar missions and characteristics, and other regularly generated reports.

COMPONENTS OF A PROGRAM EFFECTIVENESS REPORT

- Departmental Information
- Departmental Purpose
- Major or Minor
- Restatement of goals, objectives, and outcomes (column one)
- Summary of results of departmental assessment activities (column two)
- Evaluation of assessment results explaining how they have been and/or will be used to improve the program (column three)
INSTITUTIONAL EFFECTIVENESS AT OAKWOOD UNIVERSITY IS...

- An institutional perspective which focuses on planning, implementation, and assessment in a planned cycle to assure translation of the University's mission, goals, and initiatives into reality
- A commitment to accountability which extends beyond accrediting bodies
- Overall planning designed to enable the University to meet the challenges of the twenty-first century
- A delineation of expected result statements
- An assessment of accomplishments of both students and the institution
- Use of assessment results for planning, decision-making, and overall strengthening of the institution
- A gradual expansion of assessment plans to address gaps discovered through evaluations
- An evaluation process campus-wide to include academics, fiscal affairs, student affairs, support services, information technology, development, alumni, and public relations.

INSTITUTIONAL EFFECTIVENESS COMMITTEE

**Purpose:** The purpose of the Institutional Effectiveness Committee is to help ensure that evaluation is systematic, broad-based, interrelated, and appropriate to the institution. The committee functions, related to its purpose, are to help define expected educational results, develop methods for analyzing results, and develop guidelines and procedures to evaluate educational effectiveness. Specific responsibilities are:

1. To provide institution-wide coordination of assessment and evaluation activities.
2. To monitor the overall implementation of Oakwood University's comprehensive assessment process.
3. To ensure that assessment and evaluation activities are consistent with the principles and criteria stipulated in the University's *Planning and Assessment Handbook*.
4. To recommend changes in the assessment process.
5. To ensure that the University is in compliance with the *Principles of Accreditation*, Southern Association of Colleges and Schools.
6. To assist, when requested, in the preparation of official reports pertaining to institutional assessment and effectiveness.
7. To recommend means of increasing institutional effectiveness and accountability to the appropriate administrators.
8. To keep the University administrators informed of campus-wide assessment activities, priorities, issues, deadlines, and needs.

**Committee Composition**

The membership of the Institutional Effectiveness Committee is broad-based and is composed of the following:

Institutional Effectiveness director, *Chair*

Coordinator of institutional research

Provost

Vice President for Academic Affairs

Vice President for Advancement and Development

Vice President for Financial Affairs

Vice President for Student Services

Assistant Vice President for Information Technology

Executive Director of Student Enrollment Services

Information Technology Division representative

Student Services representatives (two)

Human Resources representative

Advancement and Development Division representative

Finance Division representatives (two)

Faculty representatives (five)

Accreditation Specialist

President, *ex-officio*

The committee is composed of twenty-three members.
Institutional effectiveness undertaken by Oakwood University implies that the administration, faculty, and staff have, through careful study, determined that a comprehensive planning program is a necessity in order that the stated goals of the University can be met in a manner consistent with the mission of the institution. The University functions with the firm belief that underlying its existence is its thrust and intent to be effective, which requires the involvement of every area and all stakeholders.
OAKWOOD UNIVERSITY—PLANNING AND ASSESSMENT MODEL

**Plan**
- Review University Mission/Vision/Goals (Strategic Planning Committee)
- Review institutional research data
- Develop institutional Strategic Plan (5-yr cycle)
- Develop/revise Operating Plans (annually)
- Develop/revise Program Review documents
- Develop budget priorities
- Make allocations

**Implement**
- Implement strategies
- Manage budget expenditures
- Assess progress
- Identify and implement improvements

**Evaluate**
- Gather data
- Analyze outcomes
- Develop Effectiveness Reports
- Make recommendations for improvement within unit
- Review reports and make recommendations (Institutional Effectiveness Committee)

**Monitor**
- Evaluate progress during departmental meetings
- Provide oversight by Institutional Effectiveness Committee
- Provide Program Reviews by Curriculum Committee
ASSESSMENT CALENDAR

Much of the assessment done in the various University departments is accomplished through the use of surveys. Surveys are conducted by individual departments and are administered to the students, faculty/staff, alumni, and current graduates. The Office of Institutional Effectiveness (OIE) is available to assist in the makeup of surveys and/or the administration of the same. To facilitate the process of data collection through surveys, the calendar on the next page is to be implemented.

It is desirable that the total number of surveys be limited to the actual number needed to acquire information necessary for assessment of a department’s expected outcome measures. Every survey must contain items aimed at assessing how well the objectives of a particular department have been met.

Whenever and wherever information for one or more areas can be combined, the OIE can help.

The office solicits suggestions and recommendations.

Identified data currently being collected:

- Information on alumni (individual departments)
- Student opinions on major requirements (graduating seniors, Student Satisfaction Inventory)
- Student satisfaction with Student Services (Student Satisfaction Inventory)
- Student satisfaction and/or concerns related to customer services (Student Satisfaction Inventory)
- Grade distribution (available through the OIE)
- Course evaluation (by students, conducted by the OIE)
- Retention within majors (done by individual departments with help from the OIE)
- Career placement of students (done by the Department of Work Education/Career Services and individual departments)
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<tr>
<th>JULY</th>
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<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MARCH</th>
<th>APRIL</th>
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<tr>
<td>Revised current year Institutional Action Plan due</td>
<td>Fall semester instruction begins</td>
<td>Syllabi to Accreditation Office</td>
<td>Division Executive Plan for next year due</td>
<td>Submit first draft of Dept. Operating Plans</td>
<td>Begin budget process</td>
<td>Submit department budget worksheets</td>
<td>Budget hearings</td>
<td>Begin Dept. Effectiveness Reporting process (Effectiveness Workshop)</td>
<td>Graduating seniors and career placement survey</td>
<td>Campus Action Plan reviewed</td>
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<td>Freshmen testing and placement</td>
<td>First draft of next year Institutional Action Plan due</td>
<td>Fall semester instruction begins</td>
<td>Board of Trustees meeting (fall)</td>
<td>Department competency (exit) exam</td>
<td>Spring semester instruction begins</td>
<td>Customer satisfaction surveys for nonacademic departments</td>
<td>Results of fall course evaluations provided to departments</td>
<td>Board of Trustees Spring meeting</td>
<td>Campus-wide committee minutes due to Accreditation Office</td>
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<tr>
<td>Grade distribution reports</td>
<td>Begin recent graduate survey (depts.)</td>
<td>Distribute course evaluation forms to departments</td>
<td>First Wed-Thurs: Student Satisfaction Inventory, even years; Health Risk Survey, odd years</td>
<td>First draft of Dept. Operating Plans</td>
<td>Syllabi to Accreditation Office</td>
<td>Alumni surveys (3-5 yrs. out) (Academic depts.)</td>
<td>Distribute course evaluations for spring</td>
<td>Board approval of budget</td>
<td>Divisions submit Executive Summaries to O.I.E. prior to I.E. Retreat</td>
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<td>Roster of Instructional Staff due to Accreditation Office</td>
<td>Customer satisfaction survey for nonacademic departments</td>
<td>Roster of instructional staff for new part-time and full-time faculty due to Accreditation Office</td>
<td>Staff performance appraisals distributed</td>
<td>Submit Department Operating Plans for next year (Planning Workshop)</td>
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<td>Staff performance appraisals distributed</td>
<td>Electronic Fact Book available</td>
<td>Submit Department Effectiveness reports and final draft of Dept. Operating Plans for upcoming year</td>
<td>I.E. Retreat: Evaluate IE reports; Campus Institutional Effectiveness Report completed</td>
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<td>Update faculty vitae/resumes</td>
<td>Begin Departmental Operating Planning Process for next year</td>
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<td>Mid-Year I.E. Meeting: VPs provide progress reports for each division</td>
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<td>Feedback on IE reports distributed</td>
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May, 2009
## GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
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<tr>
<td>Academic Program Assessment Plan</td>
<td>A five-year plan detailing the goals, objectives, and student learning outcomes for a major and/or minor or concentration and including (1) a curriculum map which identifies the courses in which each outcome will be addressed and (2) an assessment matrix which identifies how the department will assess student achievement of each student learning outcome.</td>
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<tr>
<td>Academic Program Effectiveness Report</td>
<td>An annual report prepared by each academic department for each academic major and/or minor offered in the department. The report details progress toward the stated goals, objectives, and student learning outcomes of an academic program and identifies changes or recommendations that the faculty determines are important for improving instruction. The cumulative results of five years of reporting are a major focus of program review.</td>
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<tr>
<td>Activities</td>
<td>Tasks, not specifically related to any assessment measure, that are necessary to complete an objective or goal.</td>
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<tr>
<td>Assessment</td>
<td>Involves looking at and describing “what is” without valuing it.</td>
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<td>Assessment Activity</td>
<td>A task related to an assessment measure that details the collection of data for evaluating a goal, objective, student competency, or program item.</td>
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<td>Assessment Measure</td>
<td>Process for identifying and implementing ways to measure progress toward attainment of a stated objective, goal, student competency, or program item evaluation.</td>
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<td>Assessment Results</td>
<td>Summary results of data collected pertaining to a particular assessment measure.</td>
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<td>Broad Bodies of Knowledge</td>
<td>A list of the general knowledge and skill sets particular to a degree program (compare with “student learning outcomes”).</td>
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<tr>
<td>Department</td>
<td>For the purposes of this effectiveness plan, this is a basic unit in the University for strategic planning, both academic and nonacademic. It is &lt;i&gt;not&lt;/i&gt; a strict identification of the University’s organizational structure.</td>
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<tr>
<td>Effectiveness Report</td>
<td>A summary document of assessment results which evaluate stated goals, objectives, competencies or program ideals pertaining to the effectiveness of this institution. Most important, it identifies needed changes or recommendations that a group determines are important for improving the strategic plan or the educational plan of their department or of the University.</td>
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<tr>
<td>Evaluation</td>
<td>Involves determining whether or not results are good or bad; an appraisal of significance.</td>
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### GLOSSARY

**Goal**
A desired state that the organization is attempting to achieve. Goal statements flow from the mission statement, but may also evolve from weaknesses or opportunities identified in the environmental scan.

**Mission**
A statement of why the University exists.

**Objectives**
Action-oriented statements that describe observable or measurable behaviors or actions.

**Operating Plan**
A plan developed annually by a department providing its purpose, goals, objectives, and outcome measures. It supports both institutional goals and initiatives and planning unit priorities. It focuses on student learning, research, and service functions of the institution.

**Opportunities**
Conditions or developments outside of the University or department that represent potential new ventures or programs for the University department to pursue.

**Outcome Measure**
Statement of the anticipated result of achieving the associated goal or objective.

**Outcome Measurement**
Process for identifying and implementing ways to show/measure progress toward attainment of the stated objective.

**Statement of Purpose**
Statement that defines the purpose of the department within the context of the University. This statement should be logically linked to the University’s mission statement.

**Strategic Initiative**
Strategic initiatives identify specific functional areas and/or activities of the University where new ideas or methods will be introduced in support of University goals.

**Strategic Planning**
A process designed to envision the organization’s future and develop the necessary processes and actions to make that future a reality.

**Strategies**
Activities or action steps that result in accomplishment of goals.

**Strengths**
Practices, procedures or elements within the University environment that work well and make a positive contribution to the effective and efficient operation of the University.

**Student Learning Outcome**
A statement specifying the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program.

**Threats**
Political, legislative, technological, demographic, competitive, or other conditions in the external environment that are generally beyond the University’s control and may have a significant negative impact on the operation of the University.
GLOSSARY

Weaknesses
Practices, procedures, or elements within the University environment that need improvement or should be eliminated for the University to optimize its effectiveness and efficiency.

University Environment
Elements of the community that directly affect the operations of the University or are directly affected by the actions/practices of the University, such as students, faculty, staff, administration, alumni, board members, donors, parents, church members, local business community, or conference officials.
APPENDIX A

Oakwood University
Institutional Action Plan for (Academic Year)

**Mission Statement:** Oakwood University, a historically black Seventh-day Adventist Institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind, body, and spirit; and prepares leaders in service for God and humanity.

**Goal 1: Spiritual Vitality:** To promote a Christ-centered, Seventh-day Adventist worldview among students, faculty, staff, and administrators.

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<th>Strategic Initiatives</th>
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**Goal 2: Educational Excellence:** To demonstrate academic excellence in quality of teaching and learning among both students and faculty.

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**Goal 3: Nurturing Environment:** To cultivate an inclusive environment that is sensitive to the needs of students, faculty, staff, and the extended college community that includes alumni, constituents, friends, and other supporters.

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**Goal 4: Operational Efficiency**: To provide high-quality, efficient service that is customer and employee sensitive.

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**Goal 5: Resource Development**: To provide sufficient financial resources to support and maintain all aspects of institutional advancement and development.

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**Goal 6: Institutional Relations**: To enhance the reputation and image of the institution by strengthening communication with internal and external publics.

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**Goal 7: Technology Leadership**: To continue developing a technologically cutting-edge campus that enables students, faculty, and staff to be more effective and efficient in teaching-learning processes, support functions, and administrative operations.

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Page ___ of ___  
(Date)
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Summary of improvements resulting from planning and assessment activities:
APPENDIX C

EXECUTIVE PLAN FOR (Academic Year)
Division Name
(Preparer, Title)

**Mission Statement:** Oakwood University, a historically black Seventh-day Adventist Institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind, body, and spirit; and prepares leaders in service for God and humanity.

**Goal __:**

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<thead>
<tr>
<th>Strategic Initiatives</th>
<th>Strategies</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expand table as needed.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal__ :**

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
<th>Strategies</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expand table as needed.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Repeat for additional goals as necessary.*

---

**Planning and Assessment Handbook**
APPENDIX D

EXECUTIVE EFFECTIVENESS SUMMARY FOR (Academic Year)
Division Name
Preparer, Title

**Mission Statement:** Oakwood University, a historically black Seventh-day Adventist Institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind, body, and spirit; and prepares leaders in service for God and humanity.

**Goal __:**

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
<th>Strategies</th>
<th>Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expand table as needed.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal __:**

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
<th>Strategies</th>
<th>Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expand table as needed.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Repeat for additional goals as necessary.*
### APPENDIX E

**DEPARTMENTAL OPERATING PLAN FOR (Academic Year)**

**Department Name**

(Preparer, Title)

**Purpose Statement:**

<table>
<thead>
<tr>
<th>Goals/University Linkage</th>
<th>Objectives/Strategies</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To which <em>division initiative</em> is this departmental goal linked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To which <em>university goal</em> is this departmental goal linked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To which <em>division initiative</em> is this departmental goal linked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To which <em>university goal</em> is this departmental goal linked?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_Expand table as needed._

*Page ___ of ___*  
*(Date)*

*Planning and Assessment Handbook*  
46
### Purpose Statement:

**Goals** | **Objectives** | **Outcome Measures** | **Assessment Results** | **Use of Results**
--- | --- | --- | --- | ---
**Goal 1:**
To which *division goal* is this departmental goal linked?
To which *college goal* is this departmental goal linked?

**Goal 2:**
To which *division goal* is this departmental goal linked?
To which *college goal* is this departmental goal linked?

*Expand table as needed.*
APPENDIX G

Program Assessment Plan (or Effectiveness Report) (Range of years between program reviews)

Department:
Chair:
Prepared by:

Program: (e.g. B.A. in Spanish)

Mission/Purpose Statement:

Operational Goals:

A. Maintain an adequate enrollment
B. Adequately prepare students for graduate school or employment
C. Provide customer satisfaction
D. Integrate faith and learning
E. Other (Specify; add additional goals as necessary)

Link to college mission/goals: (e.g. Educational Excellence)

FA=Fall Semester SP=Spring Semester

<table>
<thead>
<tr>
<th>Objective/Outcome</th>
<th>Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Maintain an adequate enrollment</td>
<td>(Year, e.g. FA08):</td>
<td>(Year, e.g. FA08):</td>
</tr>
<tr>
<td>1. Enrollment Baseline (FA05): Objective: (e.g. +10% annual increase)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Retention Objective: (e.g. +80% retention rate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Completion Objective: (e.g. +75% completion/graduation rate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Adequately prepare students for graduate school or employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Examination Results Objective: (e.g. 100% exit exam pass rate on 1st or 2nd attempt, +90% licensure exam pass rate, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective/Outcome</strong></td>
<td><strong>Results</strong></td>
<td><strong>Use of Results</strong></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>5. Graduate School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective: (e.g. +80% graduate school acceptance rate for those who apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective: (e.g. +75% employment rate within the field or a related field for those seeking employment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Provide customer satisfaction (Graduate Opinion Survey)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Advisement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective: (e.g. +80% student satisfaction with advisement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective: (e.g. +75% student satisfaction with instructional quality)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective: (e.g. +85% student satisfaction with adequacy of preparation provided by the program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Integrate faith and learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Christ-centered spirituality with content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective: (e.g. At least __% of courses integrates Christian principles with course content)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Commitment to service</td>
<td></td>
<td>(Count/Percentage)</td>
</tr>
<tr>
<td>Objective: (e.g. At least __% of students participates in service activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Use additional rows as needed)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcomes** (Attach a curriculum map and an assessment matrix; see examples in Appendices A and B)

Program Goals: (3-5 goals recommended; 1-3 outcomes recommended for each goal)

1. 
2. 
3. 
4. 
5. 

Link to College Mission/Goals: (e.g. Educational Excellence, Spiritual Vitality, Quality Christian Education, etc.)
## Program Goals and Outcomes

Delete or insert rows as needed.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO)</th>
<th>Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Write goal 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (Write SLO for goal 1)</td>
<td>(Year, e.g. FA08):</td>
<td></td>
</tr>
<tr>
<td>2. (Write SLO for goal 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. (Write SLO for goal 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Write goal 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. (Write SLO for goal 2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Expand table as needed.*
APPENDIX H

Appendix A: CURRICULUM MAP
Program Assessment Plan (Years Plan is Effective)
Department:
Chair:
Prepared by: (Use only if prepared by someone other than the chair)

Program: (e.g. B.A. in Spanish)

The curriculum map below indicates the courses in which and the degree to which each student learning outcome is addressed in the program.

Key:
- I = introduced
- E = emphasized
- R = reinforced
- A = assessed

Program Goals and Outcomes (Create separate tables for Core and Content Specific outcomes when appropriate)

Add or delete rows as needed

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>Course Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Write Goal 1 here)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>(Write Goal 2 here)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Expand table as needed.

Page ___ of ___ (Date)
**APPENDIX I**

Appendix B: ASSESSMENT MATRIX
Program Assessment Plan (Years Plan is Effectiveness)
Department:
  Chair:
  Prepared by:

Program: *(e.g. B.S. in Psychology)*

The assessment matrix which follows links student learning outcomes with assessment methods.

Key:
- D = Direct: measured
- I = Indirect: perceived

Program Goals and Outcomes *(Create separate tables for Core and Content Specific outcomes when appropriate)*

*Add or delete rows as needed*

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>Assessment Tools <em>(Add to or delete listed tools to correctly identify program assessments)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduating Senior Survey</td>
</tr>
</tbody>
</table>

**Minimum Passing Score**

*(Write Goal 1 here)*

1.
2.
3.

*(Write Goal 2 here)*

4.
5.

*Expand table as needed.*
## APPENDIX J

Revised program review cycle:

<table>
<thead>
<tr>
<th>Year 1 (2004-05; 2010-11)</th>
<th>Nursing Education Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2 (2005-06; 2011-12)</td>
<td>Business &amp; Information Systems Adult &amp; Continuing Education Psychology Family &amp; Consumer Sciences</td>
</tr>
<tr>
<td>Year 3 (2006-07; 2012-13)</td>
<td>Physical Education Music Mathematics &amp; Computer Science</td>
</tr>
<tr>
<td>Year 4 (2007-08; 2013-14)</td>
<td>Chemistry English &amp; Foreign Languages Biological Sciences</td>
</tr>
<tr>
<td>Year 5 (2008-09; 2015-16)</td>
<td>History Religion &amp; Theology Communications</td>
</tr>
</tbody>
</table>

*September 2010*
APPENDIX K

OAKWOOD UNIVERSITY
ACADEMIC PROGRAM REVIEW

The purpose of the review is to provide constructive evaluation directed toward the continuous enhancement of program effectiveness, academic credibility, and efficient use of resources.

Factors in the Review Process

1) The review does not target given programs; every academic program will be reviewed on a five-year rotational cycle.

2) Reviews could result in recommendations to enhance institutional commitment to a given program or to reduce institutional commitment to a program.

3) Resource commitment is only one of the considerations in program review, though it is a very important consideration.

4) Although the review committee might recommend that resources be reduced or enrollments be increased in a given program, the committee will not specify the administrative measures and actions that should be undertaken to produce those results.

Structure of the Review Process

1) The Vice President for Academic Affairs and Department Chairpersons will determine the order in which programs will be evaluated over the five-year review cycle. Size and complexity of each program will be primary considerations in ordering the review schedule, so that evaluations do not become burdensome on the review committee.

2) The Program Review Committee will be responsible for conducting the review. The committee will be composed of faculty representatives from different departments, plus other relevant persons, including a student, the Vice President for Academic Affairs, and the Director of Institutional Effectiveness.

3) The Office of Institutional Effectiveness will be responsible for receiving the relevant data and sharing it with the review committee.

4) Each year the Program Review Committee will meet with the Vice President for Academic Affairs prior to initiating the process to rehearse review procedures and identify data that the department is to submit.

5) The Vice President for Academic Affairs and the Chair of the Review Committee will then meet with the chairpersons of the departments that are scheduled for review to rehearse the process and discuss the expectations for submission of data.
6) The Committee will conduct the review. (See attached pages of review guidelines.)

7) The committee will then hold an open hearing on the programs under review so that interested persons, may come forward to raise issues and provide information, express support, and so forth. Usually, this will occur during a faculty assembly.

8) The committee will report its assessment and submit its official recommendations to the Vice President for Academic Affairs.

9) The committee will report its assessment and submit its official recommendations to the chairperson of the department under review.

10) Findings will be shared the Faculty Senate.

11) The Vice President for Academic Affairs will share the committee’s recommendations with the Academic Policies Council.

12) The Vice President for Academic Affairs will submit an administrative recommendation to the President and the Office of Institutional Effectiveness that will include the committee’s report and recommendations.

13) The department chairperson will be given deadlines for reporting progress toward achieving required actions.

14) The department chairperson will submit periodical reports to the Review Committee and the Office of Institutional Effectiveness indicating specific progress toward meeting the stipulations of the official mandates and recommendations from the committee and the Vice President for Academic Affairs.

Considerations and Requirements in the Review Process

When substantive change or program elimination is recommended, the issues cited will be addressed within the department to produce the program changes that are indicated in the review report. The proposed program changes will be subjected to the usual governance processes that flow through the Curriculum Committee, Faculty Senate, and Faculty Assembly.

A final recommendation will be made through the Vice President for Academic Affairs to the President for a decision which will then be submitted to the Board of Trustees for approval.

Program reviews shall be completed annually by the end of the Spring Semester. When deficiencies are identified, they must be addressed by the end of the next semester. If additional time is needed, the Program Review Committee and the Vice President for Academic Affairs may grant an extension.

Revised March 2010
## Academic Program Analysis
### Criteria and Evidence

<table>
<thead>
<tr>
<th>Quality</th>
<th>Types of evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Relevancy and Rigor of Curriculum</strong></td>
<td>Knowledge base of the discipline or profession (references/bibliography, class assignments, student work, grades, presentation content, syllabi, course outlines, examinations).</td>
</tr>
<tr>
<td>2. <strong>Student Performance</strong></td>
<td>Achievement of stated learning expectations, comparative test scores, placement in graduate school or employment, satisfaction surveys.</td>
</tr>
<tr>
<td>3. <strong>Faculty qualifications</strong></td>
<td>Effectiveness of performance, including indicators on evaluations of faculty, degrees, professional achievement and recognition, scholarly and creative attainments.</td>
</tr>
<tr>
<td>4. <strong>Library and related learning support</strong></td>
<td>Relevant holdings and services</td>
</tr>
<tr>
<td>5. <strong>Facilities and equipment</strong></td>
<td>Classroom and laboratory space, faculty offices, computer/media labs, study areas, auditoriums, public spaces, furniture, teaching and learning tools (technology below).</td>
</tr>
<tr>
<td>6. <strong>Spiritual support and growth opportunities</strong></td>
<td>Departmental academic and devotional meetings, syllabi, course outlines, student assignments, class products, faculty-student and student-student interactions.</td>
</tr>
<tr>
<td>7. <strong>Technology usage</strong></td>
<td>Availability of computers and other technological equipment, educational software, electronic/telecommunication connections, use of these in teaching and learning, syllabi, student assignments and products, requirement of student use of campus-wide technology.</td>
</tr>
<tr>
<td>8. <strong>Consortial Relationships</strong></td>
<td>Student enrollment, student graduation rates, student satisfaction</td>
</tr>
<tr>
<td>9. <strong>Planning and Assessment</strong></td>
<td>Assessment Plans and Results, Curriculum Maps, Assessment Matrices, evidence of improvements implemented based on results</td>
</tr>
<tr>
<td>10. <strong>Demand:</strong></td>
<td>Enrollment data over a 3-5 year period, indicators of projected or potential enrollment.</td>
</tr>
<tr>
<td>11. <strong>Cost:</strong></td>
<td>Salaries, Capital Costs, Operating Costs, Other Costs, and offsetting revenues, such as credits generated, special fees, shared arrangements</td>
</tr>
<tr>
<td>12. <strong>Need:</strong></td>
<td>Support to other degree programs, assistance in meeting critical workplace requirements, relation to institutional mission and priorities.</td>
</tr>
</tbody>
</table>
OAKWOOD UNIVERSITY
ACADEMIC PROGRAM REVIEW
DATA COLLECTION SHEET (Available in electronic format)

Program/Department: ________________________________

Reviewer’s Name: ___________________ Date: ____________

Program Assessment/Observation Findings

Quality

Relevancy and Rigor of Curriculum
Evidence found:

Student Performance
Evidence found:

Faculty qualifications
Evidence found:

Library and related learning support
Evidence found:

Facilities and equipment
Evidence found:

Spiritual support and growth opportunities
Evidence found:

Technology usage
Evidence found:

Consortial relationships
Evidence found:

Planning and Assessment
Evidence found:

Demand: Evidence:

Cost: Evidence:
Operating Expenses, including salaries, etc.
Offsetting Revenues

Need: Evidence:
**OAKWOOD UNIVERSITY**  
**ACADEMIC PROGRAM REVIEW**  
**RATING AND SUMMARY REPORT FORM**

Rate the program, 1-5, in each category with 1 being very unsatisfactory/inadequate and 5 being very satisfactory/exemplary. Then fill in comments or summaries of evidence that support your rating.

<table>
<thead>
<tr>
<th>Program Review Category/Comments</th>
<th>Rating: 1-2-3-4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality</strong></td>
<td></td>
</tr>
<tr>
<td>Relevancy and Rigor of Curriculum</td>
<td></td>
</tr>
<tr>
<td>Student Performance</td>
<td></td>
</tr>
<tr>
<td>Faculty qualifications</td>
<td></td>
</tr>
<tr>
<td>Library and related learning support</td>
<td></td>
</tr>
<tr>
<td>Facilities and equipment</td>
<td></td>
</tr>
<tr>
<td>Spiritual support and growth opportunities</td>
<td></td>
</tr>
<tr>
<td>Technology usage</td>
<td></td>
</tr>
<tr>
<td>Consortial Relationships</td>
<td></td>
</tr>
<tr>
<td>Planning and Assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Demand:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cost:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Need:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Conclusions and Recommendations

In relation to quality, demand, costs in light of available fiscal resources, and this program’s support of the University mission, it is recommended that the University:

1) Enhance commitment to this program. Explain:

2) Maintain commitment to this program. Explain:

3) Reduce commitment to this program. Explain:

4) Terminate commitment to this program. Explain:

Reviewer's Signature: ________________________________ Date: ________________
APPENDIX L

Overview: Guidelines for Writing Student Learning Outcomes (SLOs)

Why develop Student Learning Outcomes?
- Provide the basis for program improvement
- Communicate instructional intent
- Increase awareness of learning for students
- Provide a common language for program participants
- Provide a basis for advising
- Can be shared in promotional materials
- Support accreditation and evaluation

Definition of a SLO: A statement that describes specific abilities, knowledge, values, and/or attitudes that the student of a program should demonstrate at the completion of the program.

3 Questions to consider when writing outcome statements:
- What does the student know? [Cognitive]
- What can the student do? [Psychomotor]
- What does the student care about? [Affective]

Writing Student Learning Outcomes
- Frame the learning outcome in terms of the program rather than individual courses or individual students (What will program graduates be able to do?).
- Use concrete action verbs (e.g., define, classify, operate, formulate) instead of passive verbs (e.g., be exposed to) or vague verbs (understand, know).
- Do not join elements in one statement that cannot be assessed by a single method (e.g., Graduates will demonstrate knowledge of math fundamentals and gain competency in oral presentations—POOR).
- Focus on learning results and not on the learning process:
  - Computer applications will be introduced in all core courses. NO
  - Graduates will demonstrate proficiency in computer applications. YES
- State so that the outcome can be measured by more than one assessment method.
  - “...will demonstrate competence in applying math principles”
  - NOT “...will score over 95% on the final exam of MA412.”
- Indicate the level and type of competence that is required of graduates of a program.

Checklist for Evaluating Student Learning Outcomes
- ✔ Aligned to mission and goal statements
- ✔ Clearly describe and define expected abilities, knowledge, values, and attitudes of the graduates of the program
- ✔ Simply stated
- ✔ Distinctive and specific to the program
- ✔ Stated so that more than a single method can be used to measure the outcome
- ✔ Focused on the learning results and not the learning process
- ✔ Measurable
- ✔ Can be used to identify areas to improve
- ✔ Can be supported with department resources (human, physical, and financial)
**APPENDIX M**

Selecting the Best Verbs for Writing Measurable Outcomes

1. Objectives/Strategies are the activities in which the unit/department will engage in order to achieve the associated goal. They are action-oriented statements describing observable or measurable behaviors or actions. They identify a target population and an aim. They must be well-defined and include strong, action-oriented verbs.

2. **AVOID weak and hard to measure phrases** such as:

   to adjust to  
   to be conscious of  
   to be cognizant of  
   to become familiar with  
   to become acquainted with  
   to become aware of  
   to believe  
   to comprehend  

   to develop appreciation for  
   to experience  
   to gain an interest in  
   to learn to enjoy  
   to see  
   to show evidence of  
   to understand

3. **USE strong action-oriented verbs** such as:

   Analyze  
   Appraise  
   Arrange  
   Articulate  
   Choose  
   Cite  
   Classify  
   Collect  
   Communicate  
   Compile  
   Complete  
   Contribute  
   Define  
   Demonstrate  
   Describe  
   Design  
   Differentiate  
   Discriminate  
   Distinguish  
   Distribute  
   Evaluate  
   Formulate  
   Generate  
   Identify  
   Imitate  
   Interact  
   Isolate  
   Itemize  
   List  
   Locate  
   Match  
   Modify  
   Order  
   Outline  
   Paraphrase  
   Publish  
   Recall  
   Reproduce  
   Select  
   Sort  
   State  
   Structure  
   Summarize  
   Synthesize  
   Systematize

4. **Example:**

<table>
<thead>
<tr>
<th><strong>Objective/Strategy</strong></th>
<th><strong>Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AVOID:</strong> Students become familiar with new worship options.</td>
<td>Students show evidence of understanding worship options.</td>
</tr>
<tr>
<td><strong>USE:</strong> Publish and distribute electronically a new worship policy and options for receiving worship credit.</td>
<td>Spring semester survey indicates at least 80% satisfaction with options available for worship credit.</td>
</tr>
</tbody>
</table>