**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: Master of Training and Development Program – 2015 Oakland University Assessment Report

School or College your program resides in: School of Education and Human Services

Program Level (check all that apply):

Undergrad ☐

Master’s x

Doctoral ☐

Date Report Submitted:

Current Assessment Contact Representative (& E-mail): cscott@oakland.edu

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

Current Dean (& E-mail): maxfiel2@oakland.edu

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes (ternes@oakland.edu). 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).

**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 |
| Please find below the appropriate goals from Oakland University’s mission statement that we strive to achieve in the development of our Master of Training and Development students:1.Oakland University offers master’s programs that meet the demonstrable needs of Michigan residents and that maintain excellence.2.Oakland University seeks to facilitate the development of those personal skills which will contribute to informed decision making and productive citizenship. | 1.The MTD program prepares graduates with the knowledge and skills to enhance individual development and organizational performance.2. The MTD program teaches students to develop critical perspectives in order to lead and support interventions and processes associated with diagnosing individual and organizational performance problems and opportunities, designing and implementing solutions, and evaluating results. | 1.Students will be able to demonstrate instructional design competencies and skills required to enhance individual and organization training, development and performance according to instructional design standards.2. Students will be able demonstrate training and development competencies to lead and support interventions and processes associated with diagnosing individual and organization performance problems, designing and implementing solutions and evaluating results.3. Students will be able demonstrate adequate or at least a basic understanding of the APA writing format.4. Students will be able demonstrate specific theoretical and applied knowledge of fundamental training and development practices and policies by designing, developing, applying and evaluating needs assessments, new technologies, program evaluation processes, program administration procedures, leadership practices, professional development practices, ethical policies and diversity training programs.5. Students will be able demonstrate theoretical and applied knowledge of individual and organizational training and development practices and needs by analyzing and reporting on organizational case studies. 6. Students will be able describe the strengths and weaknesses of MTD program curriculum and program offerengs utilizing our 2015 MTD Program alumni survey. | Direct Measures: Assessment of effectiveness in 3 advanced emphasis-area course [a course assignment will be assessed from each of the three courses below]. Rubrics have been developed to assess the effectiveness of each of the above three courses in developing students’ progress toward achieving intended learning outcomes. Samples of students’ work produced in each course were rated by the MTD program full- faculty assessment committee. See attachment to review the above three rubrics below.  Course One: .HRD 550 - Trends and Issues in Technology-Based Training Course Two: HRD 603 – AdvancedInstructional DesignCourse Three: HRD 635 – Leadership Theory and DevelopmentIndirect Measure One: The MRD alumni survey gathers feedback on the courses taught in the MTD program. This is the second time we used this survey to gather information on our courses. Since our last OU assessment report in 2012, this survey was updated this past fall term and implemented this winter term of 2015. It will subsequently be sent out every two years to our alumni students.Indirect Measure Two : Our alumni survey this year also asked for feedback on our newest offering – The Master of Training and Development Professional Society – the new MTD Program Student Organization which was launched in October of 2012 by Dr. William Solomnson, an MTD faculty member. Using this indirect measure MTD students will be able describe the strengths and weaknesses of the MTD student organization utilizing our 2015 MTD Program alumni survey. |

**Step 4: Participation in Assessment Process**

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| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| The MTD program full-time faculty assessment committee will lead the assessment process. Currently, the MTD program full-time faculty committee consists Of : Dr. Chaunda Scott, MTD Program Coordinator, Dr. TomasGiberson, Dr. James Quinn, Dr. William Solomonson and Dr. David Strubler – Chairperson of the Department of Organizational Leadership will only review the document Ms. Lisa Montgomery, our MTD Program Administrator will also provide assistance as needed with the 2015 MTD program assessment report. | All MTD full-time faculty assessment committee members will:* be involved in the development and approval of the assessment tools [course rubrics and MTD survey].
* evaluate all course assignments using the rubric number system to rank/score each assignment and provide feedback on each course regarding how each course could be improved.
* discuss the findings for all three courses to

highlight the curriculum changes needed and to evaluate the our MTD program assessment process. |

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

A.How will you analyze your assessment data?

The outcomes for student learning will be evaluated and measured in the following ways:

1. Direct Measures: *Assessment of Sample Core Coursework*

Three course rubrics for the following courses: HRD 550 Trends and Issues in Technology-Based Training; HRD 603 Advanced Instructional Design, and HRD 635 Leadership Theory and Development have been developed to assess the effectiveness of each of the three courses described below in developing students’ progress toward achieving intended learning outcomes. Randomly selected assignment samples of students’ work produced in each course will be rated by the MTD full- faculty assessment committee using the three course rubrics ranking and scoring categories. Each of the three course rubrics are provided in attachment 4, 5, & 6.

Course Descriptions of MTD courses assessed in 2015:

**HRD 550: Trends and Issues in Technology-Based Training**. (Trends and Issues in Technology-Based Training Emphasis Area). The primary goal of this course is to introduce students to: 1) The primary goal of this course is to prepare students to design and develop effective e-learning courseware using sound evidence-based instructional principles. Both a theoretical and practical approach will be used to develop student competencies and capabilities. **Prerequisite(s):** Student must meet prerequisite HRD 503 – Instructional Design – our introduction to instructional design course. Note: the MTD program full- faculty assessment committee assessed eight random assignments. Note – for Dr. Quinn’s HRD 550 course assessment = \* mean substituted for missing the data.

**HRD 603: Advanced Instructional Design** (Advanced Instructional Design and Technology Emphasis Area). The primary goal of this course is to facilitate an advanced level of professional competence in instructional design for individuals who aspire to leadership positions in the field of training and development. **Prerequisite(s):** Student must meet prerequisite HRD 503 – Instructional Design – our introduction to instructional design course. Note: Nine assignments were assessed by the MTD program full- faculty assessment committee Note: only nine students were enrolled in this course.

**HRD 635: Leadership Theory and Development** (Organization Development and Leadership Emphasis Area). The primary goal of this course is to introduce students to the major leadership theories and primary tools professionals apply to develop management and leadership capabilities for individuals in the workplace. Note: Ten random assignments were assessed by the MTD program full- faculty assessment committee].

1Learning Outcome of this Direct Measure (a): Students will be able to apply the knowledge and skills taught in the core courses (see #3 for a full description of student learning outcomes). Specific course assignments rubrics for HRD 550, HRD 603 and HRD 635 have been developed to assess the effectiveness of each of the above three courses assignments in developing students’ progress toward achieving intended learning outcomes. Samples of students’ work produced in each course were randomly selected and rated by the MTD program full- faculty assessment committee. All course assignments were rated by utilizing the guidelines/categories provided by each of the three course rubrics. The faculty ratings of each course were then calculated to identify the mean score for each course assessed using these mean scoring categories: Superior [4.0 -3.60], Adequate [3.0 – 3.5], Minimal [2.6 -2.9], and Inadequate [2.5 and below]. See attached rubrics.

Indirect Measure One: *Alumni Survey.*

An alumni survey will be constructed and implemented by MTD faculty during beginning of winter 2015. Subsequently, an alumni survey will be sent to MTD alumni every two years to gather feedback from MTD students on MTD course offerings.

Learning Outcome of this Indirect Measure (a): MTD students will be able to apply the knowledge and skills taught in the emphasis – area courses to develop and implement appropriate performance improvement interventions in the workplace (see #3 for a full description of student learning outcomes).

Indirect Measure Two : Our alumni survey this year also ask for feedback on or newest offering – The Master of Training and Development Professional Society – the new MTD Program Student Organization which was launched in October of 2012 by Dr. William Solomon, an MTD Program faculty member and advisor of this student organization. MTD students will be able highlight the strengths and weaknesses of MTD student organization utilizing our 2015 MTD Program alumni survey.

Learning Outcome of this Indirect Measure (a): MTD students are be able to meet, learn from and network with local and experienced Training and Development practitioners [instructional designers and organizational developers] to become acquainted with the daily training and development functions they perform. Flyers of past MTD professional student meetings are attached. See attachment 7

How will you use results to improve your program?

All findings derived from the assessment measures will be discussed during the fall term of each year and as needed. Based on these discussions decisions will be made regarding curriculum changes to ensure continuous improvement of our students’ learning and professional development.

**Step 6: Submit Assessment Plan**

Send completed form electronically to ternes@oakland.edu.