

**NECHE Inventory of Educational Effectiveness Indicators
Undergraduate Programs
(Nutrition and Health Studies - Health and Wellness, AY 22-23)**

Degree Granting Program Name	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/ evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
Health and Wellness	<u>PLO 1:</u> Students should be able to design projects based on principles of health and wellness	HLTH 410 - Initial Client Intake (SLO 1a), passing score NUTR 478 - Needs Assessment component of Grant Project (SLO 1a), score $\geq 70\%$	HLTH 410: 16/16 passed NUTR 478: 1/1 scored $\geq 70\%$ Overall: 100% met metric	The Assessment Committee assessed the artefacts, and distributed the results to the Department's Faculty and discussed at annual retreat	For Fitness students, we will keep reminding students of the importance of timely submission of their materials and continuing to identify the health and wellness needs of the client as part of the assignment. For Public and Community Health Students, we will continue to use iterative grading and feedback for this assignment.	First review scheduled AY 27-28



If you have any questions or concerns about the form, please contact Jena Shepard at jshepard1@framingham.edu or 508-215-5884.

Program Assessment

First Name: *

Last Name: *

Banner ID: *

Email: *

Please select the reporting period this assessment/accreditation work was completed:

*

Please select the type of program you completed assessment/accreditation work for this reporting period:

Note: If changing your initial selection, please refresh this page prior to making a new selection.

*

Please select the program you completed assessment for during this reporting period:

*

Please select the option that best describes the assessment work completed during this reporting period.

- * Only assessed program learning objective(s)
- Only completed other assessment activities (ex. assessment plan, rubrics etc.)
- Assessed program learning objective(s) and completed other assessment activities (ex. assessment plan, rubrics etc.)
- Did not undertake program assessment work

Program Learning Objectives Assessed

List the first program learning objective assessed during this reporting period:

For the first program learning objective assessed, other than GPA, what data/evidence was used to assess student learning? (e.g. capstone assignment, portfolio review, licensure examination)

For the first program learning objective assessed what were the results/outcomes/findings/conclusion(s)?

Attach any additional documents (data or survey summaries, charts, graphs etc.) that support your results/findings/conclusions (optional):

For the first program learning objective assessed what changes/improvements have been made as a result of using the data/evidence?

For Fitness students, we will keep reminding students of the importance of timely submission of their materials and continuing to identify the health and wellness needs of the client as part of the assignment. For Public and Community Health Students, we will continue to use iterative grading and feedback for this assignment.

Did you assess any additional program learning objectives during this reporting period?

- * Yes
- No

Who interprets the results/findings of the assessment? Describe the process (e.g. annually by the curriculum committee).

Assessment subcommittee meets annual to review. Additionally, full Nutrition and Health Studies faculty review annually at our summer retreat.

Assessment Activities

Please list the assessment activities (other than the assessment of program learning objectives) completed during this reporting period (assessment plans, rubrics etc.).

* We developed our Program Assessment Plan and determined the courses/assignments for the Plan.

Please attach the related documents produced as a result of the activities listed in above (mandatory if funding is requested for this work):

* Program Assessment Plan HW 11.27.23.docx

Program Information

Enter the year of the most recent program review. If the program is new, enter the upcoming program review year or enter TBD (to be determined).

* First review will be during AY 2027-2028

Insert the URL of the web page where Program Learning Objectives for this program are published:
NECHE requires this as part of being transparent to stakeholders.

* <https://www.framingham.edu/academics/colleges/science-technology-engineering-and-mathematics/nutrition-and-health-studies/health>

Signatures

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Jerusha Nelson-Peterman

Submitter Signature

11/27/2023

Date

Office of Institutional Assessment

Office of Institutional Assessment Only

Institutional Assessment Signature

Date

Framingham State University

Program Assessment Plan for (Health and Wellness) (2023-2028)

Please note: Use of this template is optional. The Office of Institutional Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.

Assessment Coordinator:	Brian Souza
Department Chair:	Jerusha Nelson-Peterman
Date Created/Updated:	06/06/23

1) PROGRAM MISSION STATEMENT

The Health and Wellness program at Framingham State University provides high-quality interdisciplinary fitness-focused and public and community health-focused education through theoretical and hands-on training in analysis, design, and implementation of health and fitness programs. The program integrates a foundation in nutrition science and application. Internship and experiential learning opportunities are part of the curriculum. The program trains students in critical thinking, communication skills, and understanding of professional, ethical, and social responsibilities. Graduates are prepared for successful careers and life-long learning in fitness, public health, and wellness.

2) PROGRAM LEARNING GOALS

Upon successful completion of the Health and Wellness major, students will be able to:

1. Students should be able to design projects based on principles of health and wellness.
2. Students should be able to propose appropriate health and wellness recommendations for individuals and groups.
3. Students should be able to communicate using a variety of strategies in health and wellness.

	Goal 1	Goal 2	Goal 3
	<ol style="list-style-type: none"> a. Students should be able to conduct a needs assessment appropriate to a specific problem. b. Students should be able to apply behavior change theory to address a health or wellness issue. 	<ol style="list-style-type: none"> a. Students should be able to assess social determinants of health for individuals and groups. b. Students should be able to assess biological or psychosocial characteristics that influence health and wellness. c. Students should be able to integrate cultural understanding in a given scenario. 	<ol style="list-style-type: none"> a. Students should be able to compose written communication materials. b. Students should be able to orally communicate health and wellness information.

3) LEARNING OPPORTUNITIES IN HEALTH AND WELLNESS (HW)

Courses/Requirements (* indicates required class)	SLO 1a	SLO 1b	SLO 2a	SLO 2b	SLO 2c	SLO 3a	SLO 3b
HLTH 110	I		I	I			
HLTH 206		I/R	R	R			
HLTH 222		R	I/R	I/R	I		
HLTH 430	R					R	R
NUTR 110			I		I		
NUTR 262/L			R	R	R/A	R	I/R
NUTR 333			I	I/R			I
HLTH 495/NUTR 495	R		R	R	R	R	R/A
Fitness (F)							
HLTH 310						R	R
HLTH 410	R/A* (F)		R			R	R

NUTR 271				I/R		I/R	I/R
Public and Community Health (PCH)							
NUTR 478	R/A*	R	R		R	R	R
Potential HLTH 326			I/R	R	R		R

I=Introduced, R=Reinforced, A=Assessed

*Multiple Assessments, F=Fitness, PCH=Public and Community Health

4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning goals will be assessed. Refer to the curriculum map to draft a student learning goal assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

Academic Years	Goals(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility
WHEN	WHICH Goal(s) will you examine in each period (Use number)?	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each goal.	WHAT student work or other evidence will you examine in order to assess each goal?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each goal	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Year 1 (2023-2024)	Students should be able to design projects based on principles of health and wellness.	HLTH 410 (F) or NUTR 478 (PCH)	HLTH 410 – Initial Client Intake (SLO 1a) NUTR 478 – Needs Assessment component of Grant Project (SLO 1a)	HLTH 410 – Passing score on assignment NUTR 478: score of 70% or higher	HLTH 410 Instructor NUTR 478 Instructor

Year 2 (2024-2025)	Students should be able to propose appropriate health and wellness recommendations for individuals and groups	NUTR 262	Family Meal Planning on a SNAP Budget Project (SLO 2c)	Score of 70% or higher	Megan Mayer or alternative NUTR 262 Instructor
Year 3 (2025-2026)	Students should be able to communicate using a variety of strategies in health and wellness	HLTH/NUTR 495	Internship Experience Presentation (SLO 3b)	Passing score on internship professional presentation	HLTH/NUTR 495 Instructor
Year 4 (2026-2027)	PLG 1, 2, & 3 revisited/reviewed	Review PG data and collect additional data from SLOs as necessary	In coordination with courses used to evaluate, and/or collect new, data	Review assessment data, disseminate data with NHS faculty, and plan any appropriate changes	Assessment coordinator, department chair
Year 5 (2027-2028)	Program Review				

Program Size and Sampling Technique

a. State the number of students in the program or the number who graduate each year.

Estimate for S24 Fitness: 10

Estimate for S24 Public and Community Health: 2 (this is a new concentration, and numbers will be higher in future years)

b. Describe the sampling technique to be used:

- i. PLG 1 is assessed in year 1. All PCN students in NUTR 478, all F student in HLTH 410 from previous AY.
- ii. PLG 2 is assessed in year 2. All HW students in NUTR 262, all HW students. Full data from previous 2 AY
- iii. PLG 3 is assessed in year 3. All HLTH/NUTR 495 students in HW major. Full data from previous 3 AY.
- iv. PLG 1-3 are assessed in year 4 in preparation for review in year 5. All HW students for relevant courses from previous 4 AY.

5) PLAN FOR ANALYZING RESULTS

- List who is responsible for distributing results and who will receive results?

Brian Souza will distribute the results to the NHS Department and Office of Institutional Assessment as necessary.

- State how and at which forums discussion of results will take place.

Results will be discussed at Department meetings and other venues as necessary.

6) DISTRIBUTION. The program will distribute or publish these items in the following ways:

<i>ITEM</i>	<i>Distribution Method</i>					
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	Other (please describe, e.g. department meeting, advising session)
Program Mission	“Health and Wellness” p. 371	https://www.framingham.edu/academics/colleges/science-technology-engineering-and-mathematics/nutrition-and-health-studies/health-and-wellness-major/mission-goals-objectives/index				
Program Learning Goals	“Health and Wellness” pp. 371-372	https://www.framingham.edu/academics/colleges/science-technology-engineering-and-mathematics/nutrition-and-health-studies/health-and-wellness-major/mission-goals-objectives/index			X	
Learning Opportunities (Curriculum Map)	“Courses” pp. 155-157 and 165-166	https://www.framingham.edu/academics/colleges/science-technology-engineering-and-mathematics/nutrition-and-health-studies/health-and-wellness-major/mission-goals-objectives/index			X	Department meetings

	“Requirements for Major in Health and Wellness” pp. 372-373	mathematics/nutrition-and-health-studies/health-and-wellness-major/mission-goals-objectives/index				
Assessment Plan						Department meetings; summer faculty retreat

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Goals

¹ If you have questions or need assistance, please contact Dr. Mark Nicholas, Executive Director of Institutional Assessment at mnicholas1@framingham.edu or 508-626-4670

² Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.

Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.