

Framingham State University

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

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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.