**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: MA in Early Childhood Education

School or College your program resides in: SEHS in the HDCS department

Program Level (check all that apply):

Undergrad ☐

Master’s x

Doctoral ☐

Date Report Submitted:

Current Assessment Contact Representative (Shannan McNair mcnair@oakland.edu):

Current Department or Program Chair (Darlene Groomes groomes@oakland.edu):

Current Dean (Jon Margerum Leys jmargerumleys@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](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

**Step 3: Aligning 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 your program goals as they relate your unit’s program goals.
* In column 2, record your program’s planned student learning outcomes related to each program goal.
* In column 3, 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) Program Goals | (2) Student Learning Outcomes | (3) Assessment Measures |
| 1. *To examine the extant body of knowledge and theories concerning human and child nature, development, variability and exceptionalities. This goal is consistent with Oakland University’s mission to “offer master programs that meet demonstrable needs of Michigan residents and that maintain excellence.”* | ***Child Development and Learning***  *Students will demonstrate understanding of social, emotional & cognitive development and of the impact of play on children’s development and learning.*  ***Family and Community Relationships***  *Students will demonstrate understanding of the diverse & complex characteristics of families and communities & use that understanding to involve all families in their children’s development and learning.*  ***Observation, Documentation, and Assessment***  *Students will learn about and understand the goals, benefits, use and misuse of assessment. They will demonstrate understanding of and use systematic observations, documentation, and other effective assessment strategies in developmentally appropriate ways so as to positively influence children’s development and learning.*  ***Teaching and Learning***  *Students will promote positive development and learning for all children by their understanding and knowledge of child development & learning and knowledge of appropriate curriculum*  ***Advocacy***  *Students will gain knowledge & understanding of the ethical guidelines & other professional standards related to early childhood.*  *Students will become informed advocates for sound educational practices and policies.*  ***Becoming A Professional***  *Students will demonstrate understanding of ethical guidelines and other professional standards related to early childhood practice. They will learn to make informed decisions that integrate knowledge from a variety of sources and learn to be critical & reflective in their practice.* | **MDE (Early Childhood/Special Education) Endorsement Test (Direct Measure)** |
| *2. To undertake the generation of new knowledge through research and reflective inquiry in order to extend the understanding of early childhood education, and to strengthen the professional self understanding of the early childhood educator. This goal is consistent with Oakland University’s mission to “advance knowledge trough the research and scholarship of its faculty and students.”* | ***Becoming A Professional***  *Students will demonstrate understanding of ethical guidelines and other professional standards related to early childhood practice. They will learn to make informed decisions that integrate knowledge from a variety of sources and learn to be critical & reflective in their practice.* | **Early Childhood Education Exit Interview (Indirect Measure)** |
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**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 |
| Shannan McNair | Reporting |
| Ambika Bhargava | Oversight and co-reporting as Early Childhood Coordinator |
| Sherri Oden, Julie Ricks-Doneen, Tomoko Wakabayashi and Nick Lauer as faculty members of the Early Childhood program | All faculty members in the Early Childhood program plan and implement the assessment of the program |

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

A. How will you analyze your assessment data?

The direct measure results in pass rates and scores provided by the Michigan Department of Education. We discuss these rates and overall scores as well as subscores that relate to particular course objectives. The indirect measure is qualitative, and discussed by question response, again, closely related to program goals.

B. How will you use results to improve your program? We use data from both measures to discuss ways in which program improvement can take place. Discussion and action items are documented in area meeting minutes.

**Step 6: Submit Assessment Plan**

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