**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name:

School or College your program resides in:

Program Level (check all that apply):

Undergrad ☐

Master’s ☒

Doctoral ☐

Date Report Submitted:

Current Assessment Contact Representative (& E-mail):

Current Department or Program Chair (& E-mail):

Current Dean (& E-mail):

**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.

|  |  |  |
| --- | --- | --- |
| (1) Program Goals | (2) Student Learning Outcomes | (3) Assessment Measures |
| Prepare professionals who “through clinical practice, innovative curricula, and teaching” in their area of expertise, will gain experiences from which to draw in their classroom and community. | Students demonstrate readiness to assume responsibility for classroom teaching and clinical setting work with ABA clients, and to use appropriate practices. | MTTC Scores |
| Students will experience “community engagement” in their area of expertise, which helps disseminate knowledge to the broader community. | Students demonstrate a common core of knowledge in area of content specialization and are able to use and disseminate new knowledge. | Information is obtained through reflections on professional learning while enrolled in SE 64930 (ABA Clinic Practicum); SE 6503 (Standards, Practices and Research in SE); SE 6510 (Students with Behavioral/ Emotional Problems), SE 6520 (Educational Procedures for Students with Learning Disabilities), SE 6570 (Foundations of ABA), and SE6505 (ASD—Community Engagement & Service Learning). |
| Through individual and collaborative research, students examine their professional conceptual framework and articulate how their conceptual framework regarding special education changes over time. | Student articulates a professional conceptual framework or philosophy based on research, best practices, and reflection. | Assessment of candidate performance is collected from field experience evaluations. Specific areas for inspection include the areas of 1) Planning for Instruction, 2)Implementation of Instruction, 3) Classroom Management and Organization, 4) Communication Skills, 5) Evaluation, and 6) Special Education related Consultation, Collaboration, and Human Relations Skills. |

**Step 4: Participation in Assessment Process**

|  |  |
| --- | --- |
| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| Obtain MTTC scores at the end of each year Janet Graetz  Obtain ABA-related task list competency assessment Jessica Korneder  Obtain summation of community engagement actions ABA and ASD faculty  Obtain Reflections from at least one class within Darlene Groomes-ASD  the three program areas Erica Ruegg-EI  Nicholas Lauer-SLD  Jessica Korneder-ABA | |

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

A. How will you analyze your assessment data? (See below)

B. How will you use results to improve your program? (See below)

Our assessments are planned, refined and implemented by those individuals who are key stakeholders in our program. All six faculty will play an active role in the continued use of the present assessment system and the development of new assessment tools for collecting needed data. These data will be compiled, analyzed and summarized from several sources including faculty, University supervisors, students, and cooperating teachers/clinicians.

**GOAL ONE:** Prepare professionals who “through clinical practice, innovative curricula, and teaching” in their area of expertise, will gain experiences from which to draw in their classroom and community **---Assessment: MTTC scores; BCBA scores on the Behavior Analyst Certification Board exam**

Different procedures are in place for the various assessment pieces. We will review the results of the MTTC and BCBA scores in each program area. This will be an annual monitoring and will occur in the fall of each academic year. We will analyze the subtest scores which will provide a better indicator of where students may still lack knowledge.

**GOAL TWO:** Students will experience “community engagement” in their area of expertise, which helps disseminate knowledge to the broader community.**—Assessment: Student Reflections**

Personal reflections will be obtained during specific courses, with emphasis on assignments that required service-learning experiences. At least two faculty will review a sample of reflections from various courses at the end of each academic year to note trends and report results to the area faculty for consideration of possible program changes.

**GOAL THREE:** Through individual and collaborative research, students examine their professional conceptual framework and articulate how their conceptual framework regarding special education changes over time.**—Assessment: Practicum Field Experience Evaluations; ABA-related task list competency assessment**

Faculty will review results from a sample of practicum (field experience) evaluations. We will report out on levels of satisfaction, areas for growth and improvement, and any relevant trends to indicate need for pedagogical revisions.

**Step 6: Submit Assessment Plan**

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