

**Oakland University Assessment Committee
Assessment Plan Format**

Program Name: Early Education and Intervention (EEI) Education Specialist

Detailed guidelines for completion of the plan are available on the University Assessment Committee website at

<https://www2.oakland.edu/secure/oira/assessment.htm>

1. Citation of appropriate goals from OU's Role and Mission:

“Oakland University provides rigorous educational programs...A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement... Wherever possible, students are involved in research projects, and the results of the research and scholarship are integrated into related courses of instruction.”

- a. *Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.*
- b. *In addition to their intrinsic value, research and scholarship reinforce the instructional mission of the university. Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.*
- c. *Application of research and scholarship to problems and concerns of the state's business and industry, and to its scientific, educational, governmental and health and human service agencies serves also to reinforce the public service role of the university.*
- d. *Facilitate the development of personal skills that contribute to informed decision-making.*

2. Program Goals:

Translation of the university goals into the general goals of your program.

- a. *Integrate human resource development with counseling and education to prepare collaborative leaders, capable of and committed to empowering others and promoting an inclusive society.*
- b. *Create evidence-based, innovative practices in education and human services.*
- c. *Develop environments that demonstrate successful models of acceptance and inclusion*

- d. *Provide students with knowledge about leadership and with skills to contribute as leaders in their profession.*

3. Student Learning Outcomes

Translation of the general goals of your program into specific student learning outcomes indicating what students will know, understand or be able to do after completing the program.

- a. *Graduates of the EEI Education Specialist program will demonstrate methods of collaboration that are key to success in the early intervention field, which includes professionals with diverse methodologies, expertise and educational backgrounds.*
- b. *Graduates of the EEI Education Specialist program will demonstrate sound methods of applied research and program evaluation in order to provide solution-based leadership in multiple settings with diverse populations.*
- c. *Graduates of the EEI Education Specialist program will apply current Early Intervention practices and policies to diverse educational and human service settings.*
- d. *Graduates of the EEI Education Specialist program will develop and expand personal leadership skills and competencies through coursework and relevant field experiences in order to assume leadership positions in a variety of settings such as early childhood, special education, public and private schools, higher education, hospitals and community agencies.*

4. Assessment Measures

Direct Measures of Student Performance (for example: capstone courses, portfolios, simulations/demonstrations/performances, evaluation of sample course work by multiple evaluators, assessments embedded in course assignments/exams, pre & post tests, standardized tests)

Please identify to which student learning outcome each measure relates.

*Capstone Course – Action Research Project Evaluation:
The EEI coordinator, the instructor of the capstone course (ECSE 707) and one other SEHS faculty member from outside the HDCS department will complete the rubric for evaluating the Action Research Project (attached) (outcomes a, b, c, d)*

Indirect Measures: Indicators of Student and/or Alumni Self-Reports of Learning and/or Satisfaction (for example, focus groups, surveys, exit interviews) **and Indicators of Perceptions/Satisfaction of Employers or other Stakeholders** (for example, focus groups, surveys)

Please identify to which student learning outcome each measure relates.

Exit Surveys (attached) with graduates to provide information about their perceived leadership and collaboration skills, as well as skills related to program development, implementation and evaluation (outcomes a, b, c, d)

5. Individuals who have primary responsibility for administering assessment activities

Capstone Course (ECSE 707) Action Research Project scoring Rubric will be completed by

EEI coordinator

ECSE 707 instructor

One SEHS faculty member (outside HDCS department) - to be recruited by EEI coordinator

EEI coordinator will distribute Exit Surveys electronically to graduating students.

6. Procedures to be used to translate assessment results into program changes

Description of procedures for discussing the results and determining any needed changes to your program.

The EEI coordinator will collect and share data from capstone course rubric scoring and student exit surveys annually at a department meeting. HDCS faculty will identify patterns within and across cohorts of students (areas of strength and need for improvement) and provide suggestions for adjusting course content, assignments, and expectations for student learning.

Any questions regarding assessment and/or the completion of this assessment plan can be directed to the University Assessment Committee chair. This narrative version of the plan together with the completed matrix should be sent to the UAC, 511 O'Dowd Hall or palmer@oakland.edu. You will receive feedback from the committee within a few weeks of submitting the plan.

