**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 Plan 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). 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](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).

**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.

* 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.
	+ SLOs should be written using observable and measurable verbs (e.g. write, state, explain, apply, demonstrate, etc.) as opposed to verbs that are difficult to observe directly (e.g. learn, know, etc.).
* 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 |
| --- | --- | --- |
|  |  |  |
|  |  |  |

**Step 4: Participation in Assessment Process**

| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| --- | --- |
|  |  |

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

A. How will you analyze your assessment data?

B. How will you use results to improve your program?

**Step 6: Submit Assessment Plan**

Send completed form electronically to ternes@oakland.edu.