**Oakland University Assessment Committee**

**Assessment Process for Programs with External Accreditation**

Overview

The Higher Learning Commission (HLC) of the North Central Association (NCA), the university’s accrediting body, requires the university to ‘*demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning’.* However, the NCA allows the university to decide how best to meet this requirement.

Typically, programs meet this requirement by participating in the university’s assessment cycle, as detailed by the university assessment committee (UAC). Programs normally participate in this cycle by first submitting an assessment plan to the UAC, and upon approval, implementing that plan and reporting the results of the implementation back to the UAC in two-year repeating cycles.

Programs with external accreditation sometimes operate with a slightly different process than other programs. Typically, external accreditors have assessment requirements that are more stringent then the requirements of the HLC. As such, fulfilling the assessment requirements of the external accreditor is usually sufficient to satisfy the requirements of both the UAC and the HLC. Programs with external accreditation are eligible to apply for a special waiver to have their accreditation process substitute for the normal university process, reducing the burden on programs with external accreditation and on the UAC.

This is how it works. First, the program must show how their external accrediting body’s requirements meet or exceed the requirements of the Higher Learning Commission. This is done through a simple ‘mapping’ process that is submitted to the UAC. Once the mapping process is reviewed and approved, the UAC then only requires your accrediting body’s formal letter of accreditation as evidence that the program is fulfilling the assessment requirements of the HLC. Each time a program is re-accredited, it will need to submit another formal letter, which serves as a substitute for the normal assessment process until its next round of accreditation. This saves the program and the UAC time, because the program does not have to submit formal plans or reports to the UAC.

Instructions: Summary

Step 1: Basic Information

Step 2: Mapping of Standards

Step 3: Final Steps

Please fill this form out electronically. If you are **not** accredited by an external body, use [this form](https://www.oakland.edu/upload/docs/OIRA/Assessment/Forms/UAC%20Assessment%20Report%20Format.docx) instead.

For questions, comments, or help with this form, contact Reuben Ternes (ternes@oakland.edu)***.***

Completed forms should be sent electronically to Reuben Ternes (ternes@oakland.edu).

**Step 1: Basic Information**

*Please fill out the following basic information about your program.*

Program Name: Education Specialist (Ed. S.) in Educational Leadership

School or College your program resides in:

Program Level (check all that apply):

Undergrad ☐

Master’s ☐

Doctoral X

External Accrediting Agency: Council for the Accreditation of Educator Preparation (CAEP)

Today’s Date: January 12, 2017

Current Assessment Contact Representative (& E-mail): Christine Abbott cabbott@oakland.edu

Current Department or Program Chair (& E-mail): Eileen Johnson johnso10@oakland.edu

Current Dean (& E-mail): Jon Margerum-Leys jmargerumleys@oakland.edu

**Step 2: Program Mapping**

*Programs with external accreditation must still meet the accrediting standards of the Higher Learning Commission, or submit an assessment report using the long form. Programs with external accreditation must meet the following requirements as stipulated by the Higher Learning Commission of the North Central Association:*

1. The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The program uses the information gained from assessment to improve student learning.
4. The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

*In order for your mapping to be approved, your external accrediting agency must require the above criterions to be met, in some fashion or another. Below, please provide the exact language that your accrediting body uses to show that each of the requirements listed above is also required by your accrediting body. Understand that this mapping is to the HLC’s requirements and the requirements of your accrediting body, and has nothing to do with your program or how your program does assessment. Use the exact language of your accrediting body. In addition, you must provide the location of where members of the UAC can find this language – either a page number in a document or a hyperlink to the appropriate location on the website of your accrediting agency.*

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| **Higher Learning Commission Requirements** | **Your Accrediting Body’s Associated Requirements** | **Location** |
| The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. | The CAEP Standards for Advanced Programs (graduate programs that lead to advanced rather than initial educator certification) and their components flow from two principles:1. Solid evidence that the provider’s graduates are competent and caring educators.
2. There must be solid evidence that the provider has the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.
 | <http://caepnet.org/standards/standards-advanced-programs> |
| The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. | CAEP standards for advanced programs define quality in terms of organizational performance and serve as the basis for accreditation reviews and judgments. While the CAEP Standards for Advanced Preparation Programs parallel the CAEP Standards for Initial Programs, there are distinct differences in the evidence required.* **Standard 1** focuses on candidate outcomes specific to advanced-level study.
* **Standard 2** allows for flexibility specific to clinical experiences that encompass the uniqueness and diversity found at the advanced level.
* **Standard 3** emphasizes the admission of qualified candidates who have demonstrated the proficiency for advanced-level study.
* **Standard 4** focuses on completer and employer satisfaction.
* **Standard 5** requests evidence on a quality assurance system specific to continuous improvement.
 | <http://caepnet.org/standards/standards-advanced-programs> |
| The program uses the information gained from assessment to improve student learning. | CAEP accreditation provides a framework that has pushed educator preparation programs to continually self-assess and conduct evidence-based analysis of their programs and their efficacy. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs are more likely to produce successful educators. | <http://caepnet.org/accreditation/about-accreditation/why-it-matters> |
| The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | The Commission highlights six aspects of evidence that frame consideration of evidence in accreditation: 1. Decisions are informed by multiple measures. 2. Preparation is judged by the impact that completers have on P-12 student learning and development. 3. Educator preparation providers are responsible for the validity, reliability and fairness of evidence they offer to demonstrate that CAEP standards are met. 4. Educator preparation providers maintain quality assurance systems that support continuous monitoring of a wide range of conditions and outcomes of preparation, and they use data to reach toward and surpass challenging goals. 5. CAEP must take responsible implementation steps that acknowledge providers begin in different places. To be fully accredited, however, providers must be on a certain path to reach CAEP’s more rigorous standards and evidence expectations. 6. CAEP can, and must, play a prominent role to advance evidence-informed accreditation as one of its professional responsibilities. In order to effectively achieve these six aspects of evidence, faculty and instructional staff, including field-based supervisors, must be actively involved in the process of evaluating student learning outcomes.  | [http://r.search.yahoo.com/\_ylt=AwrBT9Bms3dY6vUAvCFXNyoA;\_ylu=X3oDMTExMWc3cHQ4BGNvbG8DYmYxBHBvcwMyBHZ0aWQDREZENl8xBHNlYwNzcg--/RV=2/RE=1484268519/RO=10/RU=http%3a%2f%2fcaepnet.org%2f~%2fmedia%2fFiles%2fcaep%2fstandards%2fcaep-2013-accreditation-standards.pdf/RK=0/RS=o2YPbboSLvIGkEqzoWPsdHfT7tY-](http://r.search.yahoo.com/_ylt%3DAwrBT9Bms3dY6vUAvCFXNyoA%3B_ylu%3DX3oDMTExMWc3cHQ4BGNvbG8DYmYxBHBvcwMyBHZ0aWQDREZENl8xBHNlYwNzcg--/RV%3D2/RE%3D1484268519/RO%3D10/RU%3Dhttp%3A//caepnet.org/~/media/Files/caep/standards/caep-2013-accreditation-standards.pdf/RK%3D0/RS%3Do2YPbboSLvIGkEqzoWPsdHfT7tY-) |

**Step 3: Final Steps**

*Please e-mail your completed form to the UAC/OIRA liaison, Reuben Ternes (**ternes@oakland.edu**). The UAC will review the program mapping to make sure it meets the HLC standards. After the review is complete, you will receive a response from the UAC indicating the final result of the review.*