**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](mailto:ternes@oakland.edu))***.***

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

**Step 1: Basic Information**

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

Program Name: Electrical Engineering

School or College your program resides in: School of Engineering and Computer Science

Program Level (check all that apply):

Undergrad

Master’s ☐

Doctoral ☐

External Accrediting Agency: ABET - Accreditation Board for Engineering and Technology (Engineering Accreditation Commission)

Today’s Date: December 6, 2014

Current Assessment Contact Representative (& E-mail): Michael Latcha, latcha@oakland.edu

Current Department or Program Chair (& E-mail): Daniel Aloi, aloi@oakland.edu

Current Dean (& E-mail): Louay Chamra, chamra@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. | Criterion 2. Program Educational Objectives  The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program’s various constituencies, and these criteria. There must be a  documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the  institutional mission, the program’s constituents’ needs, and these criteria.  Criterion 3. Student Outcomes  The program must have documented student outcomes that prepare graduates to attain the program  educational objectives.  Student outcomes are outcomes (a) through (k) plus any additional outcomes that may be articulated by  the program.  (a) an ability to apply knowledge of mathematics, science, and engineering  (b) an ability to design and conduct experiments, as well as to analyze and interpret data  (c) an ability to design a system, component, or process to meet desired needs within realistic  constraints such as economic, environmental, social, political, ethical, health and safety,  manufacturability, and sustainability  (d) an ability to function on multidisciplinary teams  (e) an ability to identify, formulate, and solve engineering problems  (f) an understanding of professional and ethical responsibility  (g) an ability to communicate effectively  (h) the broad education necessary to understand the impact of engineering solutions in a global,  economic, environmental, and societal context  (i) a recognition of the need for, and an ability to engage in life-long learning  (j) a knowledge of contemporary issues  (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering  practice.  Criterion 4. Continuous Improvement  The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be  systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program. | CRITERIA FOR ACCREDITING  ENGINEERING  PROGRAMS (attached), p2-4 |
| The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. | Criterion 4. Continuous Improvement  The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be  systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program. | CRITERIA FOR ACCREDITING  ENGINEERING  PROGRAMS (attached), p4 |
| The program uses the information gained from assessment to improve student learning. | Criterion 4. Continuous Improvement  The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be  systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program. | CRITERIA FOR ACCREDITING  ENGINEERING  PROGRAMS (attached), p4 |
| The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | Criterion 4. Continuous Improvement  The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be  systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program.  Criterion 6. Faculty  The program must demonstrate that the faculty members are of sufficient number and they have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to  accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional  practitioners, as well as employers of students.  The program faculty must have appropriate qualifications and must have and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience,  teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and licensure as  Professional Engineers. | CRITERIA FOR ACCREDITING  ENGINEERING  PROGRAMS (attached), p4,5 |

**Step 3: Final Steps**

*Please e-mail your completed form to the UAC/OIRA liaison, Reuben Ternes (*[*ternes@oakland.edu*](mailto: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.*