**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: Early Childhoos Education B.S.

School or College your program resides in:

Program Level (check all that apply):

Undergrad x

Master’s ☐

Doctoral ☐

External Accrediting Agency: **CAEP-**Council for the Accreditation of Educator Preparation

Today’s Date: January 27, 2023

Current Assessment Contact Representative (& E-mail): Ambika Bhargava; abhargav@oakland.edu

Current Department or Program Chair (& E-mail): Ambika Bhargava; abhargav@oakland.edu

Current Dean (& E-mail): Dr. 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 institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant 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.*

| **Higher Learning Commission Requirements** | **Your Accrediting Body’s Associated Requirements** | **Location** |
| --- | --- | --- |
| The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. | **R.1 Content and Pedagogical Knowledge:** The provider ensures that candidates develop, through curriculum and experiences, a deep understanding of the critical concepts and principles of their discipline that integrate equity and diversity throughout candidates' courses and their developmental clinical experiences with diverse P-12 students. Upon completion, candidates can use discipline-specific practices and understand student culture and differing needs to advance learning by all students.  **R3.2 Monitoring and Supporting Candidate Progression:** The provider creates and monitors transition points from admission through completion that indicate candidates’ developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, and professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP’s mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution. | CAEP Website: Standard 1: <http://caepnet.org/standards/2022-itp/standard-1>  CAEP Website Standard 3:  <http://caepnet.org/standards/2022-itp/standard-3> |
| The institution uses the information gained from assessment to improve student learning. | **R5 Quality Assurance System and Continuous Improvement:** The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving, and highlight innovations.  **R5.1 Quality Assurance System:** The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement. | CAEP Website Standard 5: <http://caepnet.org/standards/2022-itp/standard-5> |
| The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members. | **R5.2 Data Quality:** The provider’s quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent  **R5.3 Stakeholder Involvement:** The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers stakeholders in program evaluation and continuous improvement processes. | CAEP Website Standard 5: <http://caepnet.org/standards/2022-itp/standard-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.*