**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: Dietetics Specialization

School or College your program resides in: School of Health Sciences

Program Level (check all that apply):

Undergrad X

Master’s ☐

Doctoral ☐

External Accrediting Agency: Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Today’s Date: May 21, 2021

Current Assessment Contact Representative (& E-mail): Amanda Lynch, Nutrition Program Director lynch3@oakland.edu

Current Department or Program Chair (& E-mail): Jennifer Lucarelli, Chair lucarell@oakland.edu

Current Dean (& E-mail): Kevin Ball , Dean kevinball@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.*

**The Dietetics Program will be accredited under the 2017 Accreditation Standards for Nutrition and Dietetics Didactic Programs (DPD)**

The link to the Standards is: <https://www.eatrightpro.org/-/media/eatrightpro-files/acend/about-program-accreditation/accreditation-standards/2017-standardsfordpdprograms.pdf?la=en&hash=18A1A38F32363415418B9E72E055AC98DD0438C0>

| **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. | **Curriculum Requirements**  The Core Knowledge must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program  R.E. 5.1 The program’s curriculum must be designed to ensure the breadth and depth of requisite knowledge needed for entry to supervised practice to become a registered dietitian nutritionist.  5.1 b. The program’s curriculum must prepare students with the following core knowledge:  1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation  of research into practice.  Knowledge  Upon completion of the program, graduates are able to:  KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make  ethical, evidence-based practice decisions.  KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines  and protocols.  KRDN 1.3 Apply critical thinking skills.  2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional  dietitian nutritionist level of practice.  Knowledge  Upon completion of the program, graduates are able to:  KRDN 2.1 Demonstrate effective and professional oral and written communication and  documentation*.*  KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of  Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition  and Dietetics; and describe interprofessional relationships in various practice settings.  KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practice.  KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on  food and nutrition services.  KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with  whom the registered dietitian nutritionist collaborates in the delivery of food and  nutrition services.  KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.  KRDN 2.7 Demonstrate identification with the nutrition and dietetics profession through  activities such as participation in professional organizations and defending a position  on issues impacting the nutrition and dietetics profession.  KRDN 2.8 Demonstrate an understanding of the importance and expectations of a professional in  mentoring and precepting others.  3. Domain 3. Clinical and Customer Services: Development and delivery of information, products and  services to individuals, groups and populations.  Knowledge  Upon completion of the program, graduates are able to:  KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems  and determine and evaluate nutrition interventions.  KRDN 3.2 Develop an educational session or program/educational strategy for a target  population.  KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and  enhance wellness for diverse individuals and groups.  KRDN 3.4 Explain the processes involved in delivering quality food and nutrition services. KRDN 3.5 Describe basic concepts of nutritional genomics.  R.E. 5.3 The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum components and core knowledge. Syllabi for courses taught within the academic unit must include these learning activities with the associated KRDNs. a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases. b. Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults. c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives. | Standard 5, page 9-11 |
| The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. | **Curriculum Assessment**  Standard 6 “The program must continuously assess achievement of student learning outcomes (SLO). The program must have a written SLO assessment plan, use the plan to collect and analyze data, improve the program based on the findings and update the plan accordingly. The results of the SLO assessment must be used to evaluate and improve the curriculum to enhance the quality of education provided.”  **6.1** An SLO assessment plan must be written, reviewed at least annually, updated as needed and include the following  components:  a. Core knowledge statements.  b. Learning objectives that state specific activities and qualitative or quantitative target measures that will be  used to assess overall student achievement of core knowledge.  c. Didactic courses and/or experiential learning experiences in which assessment will occur. d. Individuals responsible for ensuring that assessment occurs.  e. Timeline for collecting formative and summative assessment data. Programs are expected to assess at least  one SLO from each domain annually. Within the accreditation cycle, all SLOs must be assessed at least once.  SLOs that are not met must be assessed annually until resolved.  **6.2** The program must document that data on achievement of learning outcomes are collected, summarized and  analyzed according to the program’s SLO assessment plan.  **6.3** Formal curriculum review must routinely occur and:  a. Use results of program evaluation and student learning assessment to determine strengths and areas for  improvement.  b. Include input from students and other stakeholders as appropriate.  c. Include assessment of comparability of educational experiences and consistency of learning outcomes when  different courses, delivery methods (such as distance education), pathways or tracks or supervised practice  sites are used to accomplish the same educational objectives.  d. Result in actions to maintain or improve student learning.  R.E. 5.2 A curriculum map must be developed that: a. Identifies didactic courses and experiential learning experiences, if used, which occur in various settings or practice areas that students will complete to meet the required curriculum components and core knowledge and b. Sequentially and logically organizes the progression of didactic courses from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program. | Standard 6, page 12  Standard 5, page 11 |
| The program uses the information gained from assessment to improve student learning. | R.E. 6.3 Formal curriculum review must routinely occur and: a. Use results of program evaluation and student learning assessment to determine strengths and areas for improvement. b. Include input from students and other stakeholders as appropriate. c. Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), pathways or tracks or supervised practice sites are used to accomplish the same educational objectives. d. Result in actions to maintain or improve student learning  R.E. 4.3 Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, resources). Short- and long-term strategies must be developed and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process. | Standard 6, page 12  Standard 4, page 8 |
| The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | R.E. 6.3 Formal curriculum review must routinely occur and: a. Use results of program evaluation and student learning assessment to determine strengths and areas for improvement. b. Include input from students and other stakeholders as appropriate. c. Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), pathways or tracks or supervised practice sites are used to accomplish the same educational objectives. d. Result in actions to maintain or improve student learning | Standard 6, page 12 |

**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.*