**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](http://www.oakland.edu/oira) 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:

**Undergraduate Program - Bachelor of Science in Nursing (BSN)**

**Graduate Programs - Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP)**

School or College your program resides in: **School of Nursing**

Program Level (check all that apply):

Undergrad X

Master’s X

Doctoral X

External Accrediting Agency**: Commission on Collegiate Nursing Education (CCNE)** [**https://www.aacn.nche.edu/ccne-accreditation**](https://www.aacn.nche.edu/ccne-accreditation)

\*Please note that the CCNE *Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs* (Standards) were revised in 2013. The SON went through CCNE re-accreditation in 2012 and used the 2009 Standards which are reflected in the program mapping (see below).

Today’s Date: **February 12, 2014**

Current Assessment Contact Representative (& E-mail): **Stephanie Vallie, MSN, RN (vallie@oakland.edu)**

Current Department or Program Chair (& E-mail):

**Bachelor of Science in Nursing (BSN)**

**Sarah Newton, PhD, RN (Undergraduate Program Director) (newton@oakland.edu)**

**Master of Science in Nursing (MSN) Program**

**Karen Dunn, PhD, RN, FGSA (Graduate Program Director) (**[**kdunn@oakland.edu**](mailto:kdunn@oakland.edu)**)**

Deana Hays, DNP, RN, FNP-BC (Director of Nurse Practitioner Programs) ([hays@oakland.edu](mailto:hays@oakland.edu))

Anne Hranchook, MSN, CRNA (Nurse Anesthesia Program Director) ([hranchoo@oakland.edu](mailto:hranchoo@oakland.edu))

**Doctor of Nursing Practice (DNP) Program**

**Karen Dunn, PhD, RN, FGSA (Graduate Program Director) (**[**kdunn@oakland.edu**](mailto:kdunn@oakland.edu)**)**

Current Dean (& E-mail): **Kerri Schuiling, PhD, CNM, FACNM, FAAN (schuilin@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** |
| 1. The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. | **Standard IV. Program Effectiveness: Aggregate Student and faculty Outcomes**  **The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.**  **IV-A: Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification examination pass rates, and employment rates, as appropriate.**  **IV-B: Aggregate student outcome data are analyzed and compared with expected student outcomes.**  **IV-C: Aggregate student outcome data provide evidence of the program’s effectiveness in achieving its mission, goals, and expected outcomes.** | p. 50 (SON CCNE Self-Study Report, 2012)  p. 50 (SON CCNE Self-Study Report, 2012)  p. 50 (SON CCNE Self-Study Report, 2012)  p. 54 (SON CCNE Self-Study Report, 2012)  p. 59 (SON CCNE Self-Study Report, 2012) |
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| 1. The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | **Standard I-Program Quality: Mission and Governance**  **The mission, goals, and expected student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and the students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.**  **I-B: The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: professional nursing standards and guidelines; and the needs and expectations of the community of interest.**  **I-D: Faculty and students participate in program governance.**  **Standard II-Program Quality: Institutional Commitment and resources**  **The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.**  **II-B : Academic support services are sufficient to ensure quality, and are evaluated on a regular basis to meet program and student needs.**  **II-D: Faculty members are: sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.**  **II-E: When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.**  **Standard III - Program Quality: Curriculum and Teaching-Learning Practices**  **The curriculum is developed in accordance with the program’s mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.**  **III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program’s mission, goals, and expected aggregate student outcomes.**  **III-B: Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.**  **III-F: Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**  **III-G: Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster on-going improvement.** | p. 1 (SON CCNE Self-Study Report, 2012)  p. 1 (SON CCNE Self-Study Report, 2012)  p. 3 (SON CCNE Self-Study Report, 2012)  p. 4 (SON CCNE Self-Study Report, 2012)  p. 11 (SON CCNE Self-Study Report, 2012)  p. 11 (SON CCNE Self-Study Report, 2012)  p. 16 (SON CCNE Self-Study Report, 2012)  p. 21 (SON CCNE Self-Study Report, 2012)  p. 25 (SON CCNE Self-Study Report, 2012)  p. 33 (SON CCNE Self-Study Report, 2012)  p. 33 (SON CCNE Self-Study Report, 2012)  p. 33 (SON CCNE Self-Study Report, 2012)  p. 34 (SON CCNE Self-Study Report, 2012)  p. 45 (SON CCNE Self-Study Report, 2012)  p. 47 (SON CCNE Self-Study Report, 2012) |

**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.*