

# 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 than 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](#) 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: **Information Technology**

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

Program Level (check all that apply):

<b><u>Undergrad</u></b>	<b><u>X</u></b>
Master's	<input type="checkbox"/>
Doctoral	<input type="checkbox"/>

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

Today's Date: **May 18, 2021**

Current Assessment Contact Representative (& E-mail): **Debatosh Debnath, debnath@oakland.edu**

Current Department or Program Chair (& E-mail): **Lunjin Lu, l2lu@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 criteria 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
<p>The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p>	<p><b>Criterion 2. Program Educational Objectives</b>            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.</p> <p><b>Criterion 3. Student Outcomes</b>            The program must have documented student outcomes that prepare graduates to attain the program educational objectives. There must be a documented and effective process for the periodic review and revision of these student outcomes. The program must enable students to attain, by the time of graduation:</p> <p>(a) An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline.            (b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.            (c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.            (d) An ability to function effectively on teams to accomplish a common goal.            (e) An understanding of professional, ethical, legal, security and social</p>	<p>CRITERIA FOR ACCREDITING COMPUTING PROGRAMS 2017-2018 (attached), pages 3, 4, and 7</p>

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	<p>issues and responsibilities.</p> <p>(f) An ability to communicate effectively with a range of audiences.</p> <p>(g) An ability to analyze the local and global impact of computing on individuals, organizations, and society.</p> <p>(h) Recognition of the need for and an ability to engage in continuing professional development.</p> <p>(i) An ability to use current techniques, skills, and tools necessary for computing practice.</p> <p>(j) An ability to use and apply current technical concepts and practices in the core information technologies of human computer interaction, information management, programming, networking, and web systems and technologies. [IT]</p> <p>(k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems. [IT]</p> <p>(l) An ability to effectively integrate IT-based solutions into the user environment. [IT]</p> <p>(m) An understanding of best practices and standards and their application. [IT]</p> <p>(n) An ability to assist in the creation of an effective project plan. [IT]</p> <p><b>Criterion 4. Continuous Improvement</b>  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.</p>	
<p>The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p>	<p><b>Criterion 4. Continuous Improvement</b>  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</p>	<p>CRITERIA FOR ACCREDITING COMPUTING PROGRAMS 2017-2018 (attached),</p>

Higher Learning Commission Requirements	Your Accrediting Body's Associated Requirements	Location
	the program. Other available information may also be used to assist in the continuous improvement of the program.	page 4
The program uses the information gained from assessment to improve student learning.	<p><b>Criterion 4. Continuous Improvement</b>  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.</p>	CRITERIA FOR ACCREDITING COMPUTING PROGRAMS 2017-2018 (attached), page 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.	<p><b>Criterion 4. Continuous Improvement</b>  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.</p> <p><b>Criterion 6. Faculty</b>  Each faculty member teaching in the program must have expertise and educational background consistent with the contributions to the program expected from the faculty member. The competence of faculty members must be demonstrated by such factors as education, professional credentials and certifications, professional experience, ongoing professional development, contributions to the discipline, teaching effectiveness, and communication skills. Collectively, the faculty must have the breadth and depth to cover all curricular areas of the program.</p> <p>The faculty serving in the program must be of sufficient number to maintain continuity, stability, oversight, student interaction, and advising. The faculty must have sufficient responsibility and authority to improve the program through definition and revision of program educational objectives and student outcomes as well as through the</p>	CRITERIA FOR ACCREDITING COMPUTING PROGRAMS 2017-2018 (attached), page 4

Higher Learning Commission Requirements	Your Accrediting Body's Associated Requirements	Location
	implementation of a program of study that fosters the attainment of student outcomes.	

**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.*