**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)***.***

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

**Step 1: Basic Information**

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

Program Name: Biomedical Diagnostic and Therapeutic Sciences, Specialization in Radiologic Technology

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: Joint Review Committee on Education in Radiologic Technology

Today’s Date: 6/22/16

Current Assessment Contact Representative (& E-mail): Kristin Landis-Piwowar; landispi@oakland.edu

Current Department or Program Chair (& E-mail): Lynne Williams; jlwillia@oakland.edu

Current Dean (& E-mail): Richard Rozek; rozek@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. | **1.10 Makes the program’s mission statement, goals, and student learning outcomes readily available to students, faculty, administrators, and the general public.*****Explanation:***Program accountability is enhanced by making its mission statement, goals, and student learning outcomes available to the program’s communities of interest on the institution’s/program’s Web site to assure transparency and of the educational program. Requiring the general public to contact the institution/program to request program information is not adequate. | Page 16 of Standards\_2014-Radiography document |
| The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. | **Standard Five: The program develops and implements a system of planning and evaluation of student learning and program effectiveness outcomes in support of its mission.** **Objectives:** In support of **Standard Five**, the program:**Student Learning**5.1 Develops an assessment plan that, at a minimum, measures the program’s student learning outcomes in relation to the following goals: clinical competence, critical thinking, professionalism, and communication skills.**Program Effectiveness**5.2 Documents the following program effectiveness data:* Five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation,
* Five-year average job placement rate of not less than 75 percent within twelve months of graduation,
* Program completion rate,
* Graduate satisfaction, and
* Employer satisfaction.

5.3 Makes available to the general public program effectiveness data (credentialing examination pass rate, job placement rate, and program completion rate) on an annual basis.**Analysis and Actions**5.4 Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement. 5.5 Periodically evaluates its assessment plan to assure continuous program improvement. | Page 57 of Standards\_2014-Radiography document |
| The program uses the information gained from assessment to improve student learning. | **5.5 Periodically evaluates its assessment plan to assure continuous program improvement.*****Explanation:***Identifying and implementing needed improvements in the assessment plan leads to programmatic improvement and renewal. As part of the assessment cycle, the program should review its assessment plan to assure that assessment measures are adequate and that the assessment process is effective in measuring student learning outcomes. At a minimum, this evaluation must occur at least every two years and be documented in meeting minutes.  | Page 62 of Standards\_2014-Radiography document |
| The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | **5.4 Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement.** ***Explanation:***Analysis of student learning outcome data and program effectiveness data allows the program to identify strengths and areas for improvement to bring about systematic program improvement. This analysis also provides a means of accountability to communities of interest. It is the program’s prerogative to determine its communities of interest. The analysis must be reviewed with the program’s communities of interest. One method to accomplish this would be the development of an assessment committee. The composition of the assessment committee may be the program’s advisory committee or a separate committee that focuses on the assessment process. The committee should be used to provide feedback on student achievement and assist the program with strategies for improving its effectiveness. This review should occur at least annually and must be formally documented.  | Page 61 of Standards\_2014-Radiography document |

**The next accreditation site visit will occur in the last quarter of 2016.**

**Step 3: Final Steps**

*Please e-mail your completed form to the UAC/OIRA liaison, Reuben Ternes (**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.*