**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: Occupational Safety and Health

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

Program Level (check all that apply):

Undergrad ☐

Master’s ☐

Doctoral ☐

External Accrediting Agency: ABET – Applied Science Accreditation Commission (ASAC)

[Accreditation Policy and Procedure Manual](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/A004%2014-15%20Accreditation%20Policy%20and%20Procedure%20Manual%2002-11-14.pdf):

**Introduction:**

**I.D. Recognition** -- ABET is recognized in the United States by the Council for Higher Education Accreditation (CHEA) as the organization responsible for the accreditation of educational programs leading to degrees in applied science, computing, engineering, and engineering technology. CHEA is a non-profit organization of colleges and universities serving as the national advocate for voluntary self-regulation through accreditation. Graduation from an ABET-accredited program is a prerequisite for many licensing and certifying bodies and agencies. In addition, ABET is signatory to a number of mutual recognition agreements worldwide that provide recognition of graduates from ABET-accredited programs under certain conditions. Information about ABET’s recognition can be found on ABET’s public web site: http://www.abet.org.

Today’s Date: May 13, 2014

Current Assessment Contact Representative (& E-mail): Richard O. Olawoyin, Ph.D., CESCO (olawoyin@oakland.edu)

Current Department or Program Chair (& E-mail): Charles W. Mcglothlin, Jr., Ph.D., P.E. (mcglothl@oakland.edu)

Current Dean (& E-mail): Kenneth R Hightower, Ph.D. (hightowe@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.*

| **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. | **Accreditation Policy and Procedure Manual**ACCREDITATION POLICIES AND PROCEDURES: II.E.3. A program must be accreditable under at least one or more of the four commissions of ABET: II.E.3.a. ASAC - Programs accredited by ASAC are those leading to professional practice utilizing science and mathematics along with engineering concepts as a foundation for discipline-specific practice, including the recognition, prevention, and solution of problems critical to society. ASAC accredits a program at the associate, baccalaureate, or master’s degree level.**Criteria for Accrediting Applied Science Programs: ABET****I. GENERAL CRITERIA FOR BACCALAUREATE AND ASSOCIATE DEGREE PROGRAMS**  **Criterion 1. Students** Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters. The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation Requirements.**Criterion 3. Student Outcomes** 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.**A. Baccalaureate degree programs must demonstrate that graduates have:**  1. an ability to apply knowledge of mathematics, science, and applied sciences
2. an ability to design and conduct experiments, as well as to analyze and interpret data
3. an ability to formulate or design a system, process, or program to meet desired needs
4. an ability to function on multidisciplinary teams
5. an ability to identify and solve applied science problems
6. an understanding of professional and ethical responsibility
7. an ability to communicate effectively
8. the broad education necessary to understand the impact of solutions in a global and societal context
9. a recognition of the need for and an ability to engage in life-long learning
10. a knowledge of contemporary issues
11. an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.

**PROGRAM CRITERIA FOR SAFETY**These program criteria apply to safety, occupational safety, industrial safety, or similarly named applied science programs.  **I. PROGRAM CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS** A. Curriculum Program graduates must possess the necessary knowledge and skills to competently and ethically implement and practice applicable scientific, technical and regulatory aspects of the safety, health, and environmental profession. In addition, the program must demonstrate that graduates can apply college algebra, statistics, chemistry, physics, and human physiology/biology as it pertains to the practice of the safety, health, and environmental discipline. More specifically, graduates must be able to: 1. anticipate, recognize, evaluate, and develop control strategies for hazardous conditions and work practices;
2. demonstrate the application of business and risk management concepts;
3. demonstrate an understanding of the fundamental aspects of safety, industrial hygiene, environmental science, fire science, hazardous materials, emergency management, ergonomics and/or human factors;
4. design and evaluate safety, health, and/or environmental programs;
5. apply adult learning theory to safety training methodology;
6. identify and apply applicable standards, regulations, and codes;
7. conduct accident investigations and analyses;

apply principles of safety and health in a non-academic setting through an intern, cooperative, or supervised experience. | [Page 7](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/A004%2014-15%20Accreditation%20Policy%20and%20Procedure%20Manual%2002-11-14.pdf)[Page 1](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf)[Page 2](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf)[Page 2](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf)[Page 9 &10](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf) |
| The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. | **Criterion 3. Student Outcomes** 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.**Criterion 5. Curriculum** The curriculum requirements specify subject areas appropriate to applied science programs but do not prescribe specific courses. The program's faculty must assure that the curriculum devotes adequate attention and time to each component, consistent with the objectives of the program and institution. The curriculum must include: 1. a combination of college-level mathematics and basic sciences (some with experimental
2. experience) appropriate to the discipline
3. applied science topics appropriate to the program
4. a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.

Students in baccalaureate degree programs must also be prepared for applied science practice through a curriculum culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work. | [Page 2](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf)[Page 3](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf) |

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| The program uses the information gained from assessment to improve student learning. | **Criterion 4. Continuous Improvement** 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.  | [Page 3](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf) |
| The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | **Criterion 6. Faculty** 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. The faculty serving in the program must be of sufficient number to maintain continuity, stability, oversight, student interaction, and advising. Each faculty member 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 implementation of a program of study that fosters the attainment of student outcomes. **Criterion 8. Institutional Support** Institutional support and leadership must be adequate to ensure the quality and continuity of the program. Resources including institutional services, financial support, and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The resources available to the program must be sufficient to attract, retain, and provide for the continued professional development of a qualified faculty. The resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate for the program, and to provide an environment in which student outcomes can be attained.  | [Page 3](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf)[Page 4](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2014_-_2015/R001%2014-15%20ASAC%20Criteria%2010-28-13.pdf) |

**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.*