**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: Master of Public Administration (MPA)

School or College your program resides in: Arts & Sciences

Program Level (check all that apply):

Undergrad ☐

Master’s

Doctoral ☐

External Accrediting Agency: National Associationn of Schools of Public Affairs & Administration (NASPAA)

Today’s Date: October 29, 2014

Current Assessment Contact Representative (& E-mail): Pat Piskulich (MPA Director; ppiskuli@oakland.edu)

Current Department or Program Chair (& E-mail): Dave Dulio (Chair; ddulio@oakland.edu)

Current Dean (& E-mail): Kevin Corcoran (corcoran@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. | Standard 1.2 Performance Expectations: The Program will establish observable program goals, objectives, and outcomes, including expecations for student learning, consistent with its mission. | See pdf, “A” |
| The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. | Standard 1.3.4 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates’ careers. | See pdf, “B” |
| The program uses the information gained from assessment to improve student learning. | Standard 5.3 …the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe (1) how the competency was defined in terms of student learning, (2) the type of evidence of student learning that was collected by the program for that competency, (3) how the evidence was analyzed, and (4) how the results were used for program improvement. | See pdf, “C” |
| The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. | All MPA faculty were involved in creating our capstone rubrics and in our alpha and beta applications of same. | See pdf, “D” and the PA 658 & 690 spreadsheet summaries appended to end of doc |

**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.*