**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](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: **Dance**

School or College your program resides in: **School of Music, Theatre and Dance**

**College of Arts & Sciences**

Program Level (check all that apply):

Undergrad **X**☐

Master’s ☐

Doctoral ☐

External Accrediting Agency: **NASD: National Association of Schools of Dance**

Today’s Date: **March 11, 2023**

Current Assessment Contact Representative (& E-mail): **Gregory Patterson (patterso@oakland.edu)**

Current Department or Program Chair (& E-mail): **Gregory Patterson (patterso@oakland.edu)**

Current Dean (& E-mail): **Deb VanderLinde (**[**vanderlinde@oaklande.edu**](mailto:vanderlinde@oaklande.edu)**); Elaine Carey (**[**ecarey@oakland.edu**](mailto:ecarey@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 institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant 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 institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. | **L. Evaluation, Planning, and Projections**  **1. Standards**  **a. The dance unit shall evaluate, plan, and make projections consistent with and supportive of its purposes and its size and scope.**  (1) Techniques, procedures, time requirements, resources, and specific methodologies used for evaluation, planning, and projections shall be developed by the dance unit appropriate to the natures of the dance disciplines offered at the institution and with a logical and functioning relationship to overall financial conditions impacting the institution.  (2) The dance unit shall ensure that appropriate individuals are involved and appropriate information is available to accomplish the goals and scope of each evaluation, planning, and projections project.  (3) Each dance unit must determine the scope, breadth, and degree of formal systematic attention to the connected activities of evaluation, planning, and projection as it makes decisions pertaining to:  (a) Purposes;  (b) Present and future operational conditions;  (c) Resource allocation and development; and Specific programs and services.  (4) Reviews and evaluations must demonstrate consideration of the functions of study at all levels (graduate, undergraduate, and certificate/diploma program) and the purposes, structure, content, and results of each specific program of study.  (5) Evaluation, projection, and planning associated with adding, altering or deleting curricula must address multiple, long-term programmatic and resource issues.  (6) Evaluation, planning, and projection must be pursued with sufficient intellectual rigor and resource allocations to accomplish established purposes. II.K. – II.L. NASD Handbook 2022-23 74  **b. The dance unit shall demonstrate that the educational and artistic development of students is first among all evaluative considerations.**  (1) Regular, systematic attention shall be given to evaluating the learning achievements of individual students.  (2) Individual evaluations shall be analyzed and organized to produce an overall picture of the extent to which the educational and artistic purposes of the dance unit are being attained.  (3) When various levels of programs are offered in the same field of study, differences in expectations about achievement must be specified.  (4) The dance unit shall be able to demonstrate that students completing programs have achieved the artistic and educational levels and competencies outlined in applicable NASD standards. | **NASD Handbook\***  **Pages 73-74**  **II.L/1A & B** |
| The institution uses the information gained from assessment to improve student learning. | ***Same as above***  ***Note particularly NASD standard L.1.b.2-3-4***  **b. The dance unit shall demonstrate that the educational and artistic development of students is first among all evaluative considerations.**  (2) Individual evaluations shall be analyzed and organized to produce an overall picture of the extent to which the educational and artistic purposes of the dance unit are being attained.  (3) When various levels of programs are offered in the same field of study, differences in expectations about achievement must be specified.  (4) The dance unit shall be able to demonstrate that students completing programs have achieved the artistic and educational levels and competencies outlined in applicable NASD standards. | **NASD Handbook\***  **Pages 74** |
| The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members. | ***Same as above***  ***Note particularly L.1.a.2***  **L. Evaluation, Planning, and Projections**  **1. Standards**   1. **The dance unit shall evaluate, plan, and make projections consistent with and supportive of its purposes and its size and scope.**   (2) The dance unit shall ensure that appropriate individuals are involved and appropriate information is available to accomplish the goals and scope of each evaluation, planning, and projections project.  **See also:**  (4) Exhibit relationships among trustees, administration, faculty, staff, and students that demonstrate a primary focus on support of teaching and learning:  (a) The trustees are legally constituted to hold the property, assets, and purposes of the institution in trust with responsibility for sustaining the institution and exercising ultimate and general control over its affairs.  (b) The administration is empowered by the trustees to operate the institution, provide optimum circumstances for faculty and students to carry out these purposes, and provide effective communications channels both inside and outside the institution.  **(c) The faculty has a major role in developing the artistic and academic program and in evaluating and influencing the standards and conditions that pertain directly to instruction, creative work, and research.**  (d) Student views and judgments are sought in those matters in which students have a direct and reasonable interest. b. The governance and administrative relationships of each organizational component | **NASD Handbook\***  **Pages 73-74**  **Page 60**  **II.D/1a/4c**  **Page 60**  **II.D/1a/4c** |

**NASD Handbook can be found at:** [**https://nasd.arts-accredit.org/accreditation/standards-guidelines/handbook/**](https://nasd.arts-accredit.org/accreditation/standards-guidelines/handbook/)

**NASD Handbook was submitted as an attachment with this application.**

**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.*