



# Accreditation Information Forum – Faculty Senate

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NWCCU Site Visit | April 15-17, 2019

## **Preparing for the NWCCU Evaluation Site Visit**

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# Accreditation Evaluation Site Visit

- **Evaluation Site Visit – April 15–17, 2019**
  - Involves entire OSU community (Corvallis, OSU-Cascades, Ecampus, Hatfield, Extension and Experiment Stations).
- **Open Forums with faculty, classified staff and students**
- **Meeting with the 8 reviewers**
  - Meetings requested: Faculty Senate and Library Committee
  - Anticipate requests: Bacc Core Committee, Curriculum Council, Graduate Council, University Assessment Council

Schedule posted on University Accreditation website, communicated in OSU Today & emails.





# Who Accredits OSU?

Oregon State University is accredited by the  
**Northwest Commission on Colleges and Universities (NWCCU).**

NWCCU is recognized by the U.S. Department of Education as the authority on the educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington.



# Why Accreditation is Important?

- **Regional accreditation is the highest form of accreditation** a university can achieve.
- Qualifies **faculty and enrolled students access to federal and state funds** to support financial aid, teaching, research, and service.
- **Facilitates transfer of credits** between OSU and other accredited institutions.
- Allows OSU to **maintain compliance** with federal and state rules and policies.
- Provides an opportunity for **reflection** and **continuous improvement**.
- Communicates the **value of OSU's degrees**.





# University Accreditation vs. Program Accreditation

|  | University Accreditation  | Program Accreditation  |
|--|---|--|
| Who it impacts?  | All students, all staff and all faculty.  | Specific programs, specific students, specific faculty, possible agencies that require accreditation.  |
| What it impacts?   | Federal and state funding, transferability of courses, maintain compliance with federal and state rules and policies, and more. | Specific program offerings, specific ability to offer a program, ability to sit for licensure exams, and more.   |
| Is it required?  | Yes!  | It depends. Some programs do not have any accreditation, some do and they are not required, some do and they are required (think medical doctor programs). |
| For a list of all accredited colleges and programs at OSU visit the University Accreditation web site. |   |  |

# OSU's 7-Year Accreditation Cycle

## Year One (2011-2012)

- Standard 1 – *Mission and Core Themes*

## Year Three (2013-2014)

- Standard 2 – *Resources and Capacity*
- Update response to Standard 1

## Year Seven (2017-2019)

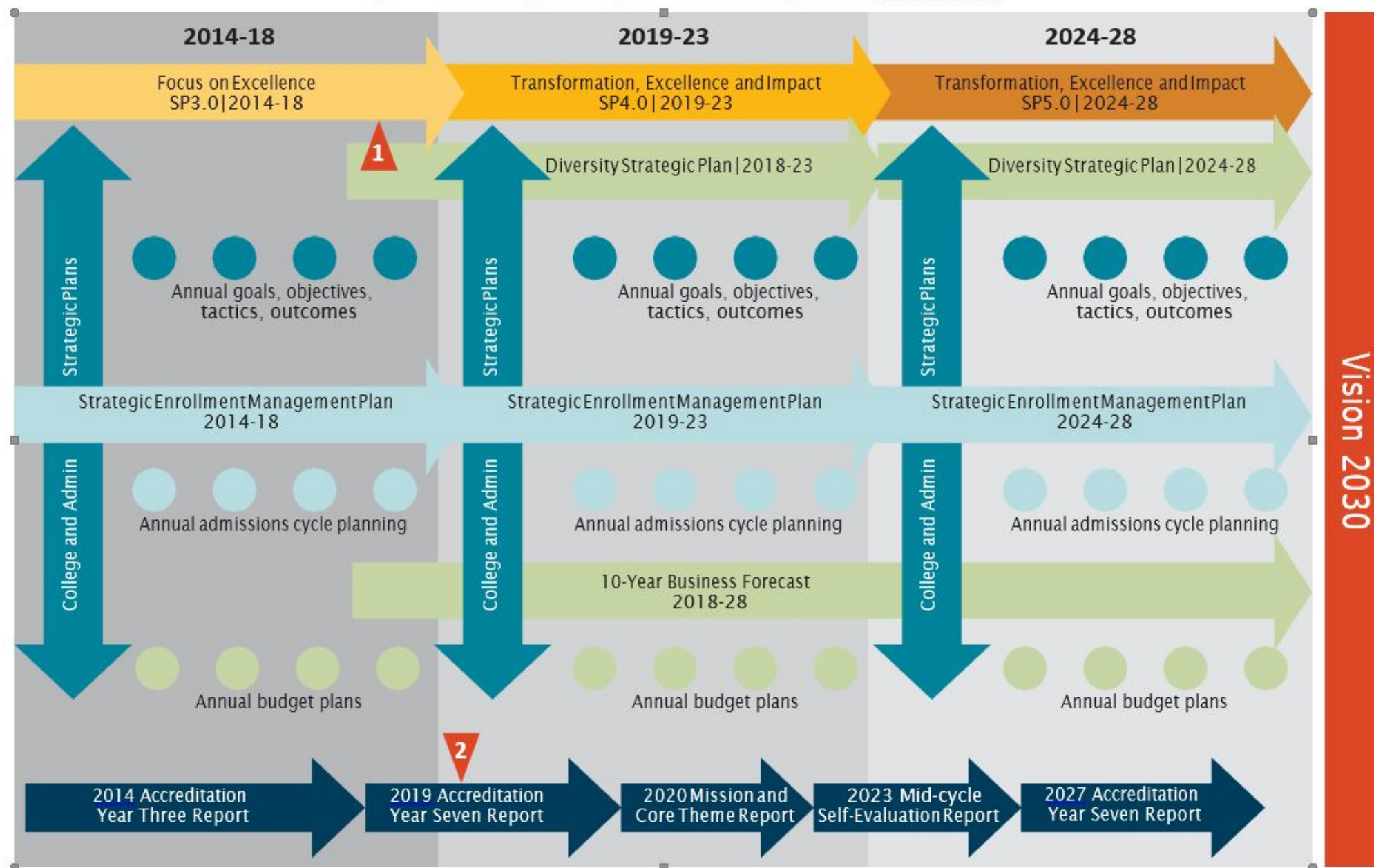
- Standard 3 – *Planning and Implementation*
- Standard 4 – *Effectiveness and Improvement*
- Standard 5 – *Mission Fulfillment, Adaptation, and Sustainability*
- Update responses to Standards 1 and 2

**OSU's Year Seven Self-Evaluation Report** was submitted February 26, 2019.  
**OSU's Accreditation Evaluation Site Visit** is April 15-17, 2019.





# University Planning Snapshot: Progress Toward Vision 2030





## CORE THEMES

## OBJECTIVES

## INDICATORS OF ACHIEVEMENT

Undergraduate  
Education



**4 Objectives**



**19 Indicators of Achievement**

Research and Graduate  
Education



**3 Objectives**



**16 Indicators of Achievement**

Outreach and  
Engagement



**3 Objectives**



**15 Indicators of Achievement**





# **Assessment of Student Learning Outcomes**



**Indicator 1.2.2: Percent of undergraduate programs that have completed full-cycle student learning outcomes assessments**

Table 1.2.2: Percent of Undergraduate Programs that have Full-Cycle Student Learning Outcomes Assessment

|  | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|---------|---------|---------|---------|
| Total Approved Undergraduate Programs (Unique Majors) <sup>1</sup>                                 | 80      | 81      | 84      | 83      | 85      | 85      | 86      |
| Percent of Active Undergraduate Programs with Full-Cycle Learning Outcomes Assessment <sup>2</sup> | 55%     | 67%     | 54%     | 93%     | 98%     | 100%    | 100%    |

<sup>1</sup>This number represents approved undergraduate programs (both active and suspended programs).  
<sup>2</sup>Percentage is based on the number of active undergraduate programs (does not include suspended programs).

**Indicator 2.3.1: Percent of active graduate programs that have completed full-cycle program reviews**

Table 2.3.1: Percent of Graduate Programs in Compliance with Full-Cycle Program Reviews

|  | 2011-12         | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|-----------------|---------|---------|---------|---------|---------|---------|
| *Percent of Graduate Programs in Compliance with Full-Cycle Program Review Cycle | Plans Developed | 50%     | <75%    | 75%     | 85%     | 90%     | 100%    |

\*Includes one-year extensions granted by the dean of the Graduate School and off-cycle adjustments to coordinate multi-program reviews.



# Mission Fulfillment

- Asked to “further refine its articulation of an acceptable threshold of mission fulfillment.”
- Extent of mission fulfillment is articulated using the accomplishments for the objectives and indicators of achievement. These accomplishments are linked to the mission fulfillment yardsticks.



## Mission Fulfillment Yardsticks

### Core Theme 1: Undergraduate Education

| Mission Fulfillment   | Yardstick |   | Links to Indicators:             | Exceeds Expectations                | Meets Expectations         | Falls Below Expectations |
|---|-----------|---|----------------------------------|-------------------------------------|----------------------------|--------------------------|
| We retain our students  | Y1        | The first-year retention rate for first-time, full-time degree-seeking students*          | 1.1.4                            | Rate exceeds 90%                    | Rate is between 80 and 90% | Rate is below 80%        |
| We graduate our students  | Y2        | The six-year graduation rate for first-time, full-time degree-seeking students*           | 1.1.3                            | Rate exceeds 75%                    | Rate is between 60 and 75% | Rate is below 60%        |
| Students from all backgrounds succeed                               | Y3        | Gaps in graduation rates for diverse students   | 1.1.3<br>1.1.4                   | No gaps exist                       | Gaps are closing           | Gaps are widening        |
| We provide online learning options to serve nontraditional learners | Y4        | Ecampus undergraduate enrollment*   | 1.1.1<br>3.1.1                   | Increasing                          | Stable                     | Declining                |
| We prioritize serving Oregon learners                               | Y5        | Percent of undergraduate degrees awarded to Oregon residents                              | 1.1.5                            | N/A                                 | 66% and above              | Below 66%                |
| We maintain quality and assess learning outcomes                    | Y6        | Percentage of academic program reviews and student learning outcome assessments completed | 1.2.1<br>1.2.2                   | Rate exceeds 90%                    | Rate is between 80 and 90% | Rate is less than 80%    |
| Our campus environments support student success                     | Y7        | Scores on NSSE regarding supportive campus environment                                    | 1.3.4                            | Scores are significantly above mean | Scores are above the mean  | Scores are below mean    |
| We integrate research and discovery in the learning experience      | Y8        | Engagement of students in faculty research and discovery                                  | 1.4.2<br>1.4.3<br>1.4.4<br>1.4.5 | Increasing significantly            | Increasing                 | Decreasing               |

*\*Yardstick associated with a university metric that the institution tracks for SP3.0.*





| Core Theme 2: Research and Graduate Education                  |           |   |                      |                          |                                |                          |
|--|-----------|---|----------------------|--------------------------|--------------------------------|--------------------------|
| Mission Fulfillment  | Yardstick |   | Links to Indicators: | Exceeds Expectations     | Meets Expectations             | Falls Below Expectations |
| Our faculty is research active                                 | Y9        | Ratio of tenured/tenure-track faculty to total instructional faculty          | 2.1.5                | Ratio exceeds 0.8        | Ratio is between 0.6 and 0.8   | Ratio is below 0.6       |
| Our external research funding profile is strong                | Y10       | Total R&D expenditures*   | 2.1.1                | Increasing significantly | Increasing                     | Decreasing               |
| Our research faculty is productive                             | Y11       | Percentage of faculty with high-impact national or international publications | 2.1.6                | Rate exceeds 75%         | Rate is between 50 and 75%     | Rate is below 50%        |
| We are training the next generation of scientists and scholars | Y12       | Ratio of doctoral degrees awarded to all degrees awarded*                     | 2.2.2                | Ratio exceeds 0.10       | Ratio is between 0.05 and 0.10 | Ratio is below 0.05      |
| We maintain quality and assess learning outcomes               | Y13       | Percentage of graduate programs in compliance with full cycle review          | 2.3.1                | Rate exceeds 90%         | Rate is between 80 and 90%     | Rate is less than 80%    |

| Core Theme 3: Outreach and Engagement  |           |  |   |  |   |   |
|--|-----------|--|---|--|---|---|
| Mission Fulfillment  | Yardstick |  | Links to Indicators:                      | Exceeds Expectations   | Meets Expectations  | Falls Below Expectations                                  |
| We provide robust professional and continuing education  | Y14       | PACE offers a diversity of options suitable for professional and nontraditional learners | 3.1.2<br>3.1.3                            | Diversity of programming is high and enrollment is growing         | Diversity of programming is high and enrollment is stable | Diversity of programming is low and enrollment is falling |
| We collaborate actively with Oregon communities  | Y15       | Collaborations are diverse and distributed widely  | 3.1.4<br>3.2.1<br>3.2.2<br>3.2.3<br>3.2.4 | Diverse collaborations throughout the state, with external funding | Diverse collaborations throughout the state               | Limited collaborations in few areas                       |
| We maintain a physical presence throughout Oregon with research, Extension and outreach activities | Y16       | Percentage of Oregon counties with an OSU campus, research facility or Extension office  | 3.2.1                                     | Rate is 90% or higher  | Rate is between 65 and 90%                                | Rate is below 65%   |
| We are commercializing OSU innovations   | Y17       | Startups, invention disclosures and licensing revenues                                   | 2.1.2<br>3.3.1<br>3.3.5                   | Increasing significantly   | Stable or increasing                                      | Decreasing  |

*\*Yardstick associated with a university metric that the institution tracks for SP3.0.*



## Determining Thresholds for Mission Fulfillment Yardsticks

- Based on all R1 land grant universities (Y1, Y2, Y9, Y11, Y12):
  - *Exceeds Expectations* corresponds to above the 75th percentile for all R1 land grant universities.
  - *Meets Expectations* corresponds to the 25th to 75th percentile for all R1 land grant universities.
  - *Falls Below Expectations* corresponds to ratios or percentages that are below the 25th percentile for all R1 land grant universities.
- Reflect NWCCU expectations for academic program and student learning outcome reviews. (Y6, Y13)
- Reflect OSU's internal expectations for continuous improvement that are fundamental to fulfilling its mission, strategic goals and academic commitments. (Y3, Y4, Y5, Y7, Y8, Y10, Y14, Y15, Y16, Y17)

(5.A.2, pages 303-306)

“Examples of” indicators  
Core Theme Improvements  
Core Theme Challenges  
Spotlights







# Questions & Discussion

Completing the comprehensive institution-wide self-evaluation provided OSU an opportunity for rich, extensive engagement to assess how OSU is meeting student achievement goals, accomplishing student learning outcomes, stewarding resources and fulfilling our land grant mission.

