Accreditation Information Forum

NWCCU Site Visit | April 15-17, 2019

Preparing for the NWCCU Evaluation Site Visit
JoAnne Bunnage, Director of University Accreditation
Kate Peterson, NWCCU Peer Reviewer
WELCOME
SESSION OVERVIEW
What is Accreditation?

Accreditation is a voluntary system of self-regulation, carried out by peer-review, in which an institution or program is assessed against a set of standards.

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 intellectual effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.
Why is Accreditation Important?

- **Regional accreditation is the highest form of accreditation** a university can achieve.
- Qualifies OSU 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**.
# Comparison of University Accreditation and Program Accreditation

<table>
<thead>
<tr>
<th></th>
<th>University Accreditation</th>
<th>Program Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who it impacts?</td>
<td>All students, all staff and all faculty.</td>
<td>Specific programs, specific students, specific faculty, possible agencies that require accreditation.</td>
</tr>
<tr>
<td>What it impacts?</td>
<td>Federal and state funding, transferability of courses, maintain compliance with federal and state rules and policies, and more.</td>
<td>Specific program offerings, specific ability to offer a program, ability to sit for licensure exams, and more.</td>
</tr>
<tr>
<td>Is it required?</td>
<td>Yes!</td>
<td>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).</td>
</tr>
</tbody>
</table>

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, Adaption, 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.
Accreditation Committee Structure

- Steering Committee
- Project Team
- Subcommittee
- Core Theme Committees
- Key University Contributors
University Planning Snapshot: Progress Toward Vision 2030

2014-18
- Focus on Excellence
  - Strategic Plans
    - Annual goals, objectives, tactics, outcomes
  - Strategic Enrollment Management Plan 2014-18

2019-23
- Transformation, Excellence and Impact
  - Diversity Strategic Plan 2018-23
  - Strategic Enrollment Management Plan 2019-23

2024-28
- Transformation, Excellence and Impact
  - Diversity Strategic Plan 2024-28
  - Strategic Enrollment Management Plan 2024-28

College and Admin
- Annual admissions cycle planning
- 10-Year Business Forecast 2018-28
- Annual budget plans

Vision 2030

2014 Accreditation Year Three Report
- 2019 Accreditation Year Seven Report
- 2020 Mission and Core Theme Report
- 2023 Mid-cycle self-evaluation Report
- 2027 Accreditation Year Seven Report
OSU Year Seven Self-Evaluation Report

OSU will be assessed on 114 criteria grouped under 5 Standards:

- **Standard 1:** Mission and Core Themes
- **Standard 2:** Resources and Capacity
- **Standard 3:** Institutional Planning and Implementation
- **Standard 4:** Effectiveness and Improvement
- **Standard 5:** Mission Fulfillment, Adaptation and Sustainability
## Core Themes

<table>
<thead>
<tr>
<th>Mission Core Themes</th>
<th>Strategic Plan Goals (SP3.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Education</td>
<td>Provide a Transformative Educational Experience for All Learners</td>
</tr>
<tr>
<td>Research and Graduate Education</td>
<td>Demonstrate Leadership in Research, Scholarship and Creativity</td>
</tr>
<tr>
<td>Outreach and Engagement</td>
<td>Strengthen OSU’s Impact and Reach Throughout the State and Beyond</td>
</tr>
</tbody>
</table>
CORE THEMES

OBJECTIVES & INDICATORS OF ACHIEVEMENT

Objective 1.1: Provide broad and continuing access to undergraduate university degrees for the people of Oregon and beyond.

Indicators of achievement:
• Number of undergrad applicants, admitted and matriculated.
• Six-year graduation rates for first-time, full-time degree seekers.
• Degrees earned by historically underrepresented, Oregon resident, transfer and campus.

Objective 2.1: Create and maintain a diverse research and scholarship environment that consistently achieves high impacts.

Indicators of Achievement:
• Grant and contract expenditures.
• Capacity Grant awards.
• Examples of research excellence and innovation in OSU’s signature areas of distinction.

Objective 3.1: Extend transformative education experiences to learners, communities and organizations using means beyond traditional classroom-based instruction.

Indicators of Achievement:
• Ecampus enrollments and degrees and certificates earned.
• Noncredit certificates earned.
• Counts of collaborative research projects.
Mission Fulfillment
## Mission Fulfillment Yardsticks

### Core Theme 1: Undergraduate Education

<table>
<thead>
<tr>
<th>Mission Fulfillment</th>
<th>Yardstick</th>
<th>Links to Indicators</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Falls Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>We retain our students</td>
<td>Y1</td>
<td>1.1.4</td>
<td>Rate exceeds 90%</td>
<td>Rate is between 80 and 90%</td>
<td>Rate is below 80%</td>
</tr>
<tr>
<td>We graduate our students</td>
<td>Y2</td>
<td>1.1.3</td>
<td>Rate exceeds 75%</td>
<td>Rate is between 60 and 75%</td>
<td>Rate is below 60%</td>
</tr>
<tr>
<td>Students from all backgrounds succeed</td>
<td>Y3</td>
<td>1.1.3 1.1.4</td>
<td>No gaps exist</td>
<td>Gaps are closing</td>
<td>Gaps are widening</td>
</tr>
<tr>
<td>We provide online learning options to serve nontraditional learners</td>
<td>Y4</td>
<td>1.1.1 3.1.1</td>
<td>Increasing</td>
<td>Stable</td>
<td>Declining</td>
</tr>
<tr>
<td>We prioritize serving Oregon learners</td>
<td>Y5</td>
<td>1.1.5</td>
<td>N/A</td>
<td>66% and above</td>
<td>Below 66%</td>
</tr>
<tr>
<td>We maintain quality and assess learning outcomes</td>
<td>Y6</td>
<td>1.2.1 1.2.2</td>
<td>Rate exceeds 90%</td>
<td>Rate is between 80 and 90%</td>
<td>Rate is less than 80%</td>
</tr>
<tr>
<td>Our campus environments support student success</td>
<td>Y7</td>
<td>1.3.4</td>
<td>Scores are significantly above mean</td>
<td>Scores are above the mean</td>
<td>Scores are below mean</td>
</tr>
<tr>
<td>We integrate research and discovery in the learning experience</td>
<td>Y8</td>
<td>1.4.2 1.4.3 1.4.4 1.4.5</td>
<td>Increasing significantly</td>
<td>Increasing</td>
<td>Decreasing</td>
</tr>
</tbody>
</table>

*Yardstick associated with a university metric that the institution tracks for SP3.0.
### Core Theme 2: Research and Graduate Education

<table>
<thead>
<tr>
<th>Mission Fulfillment</th>
<th>Yardstick</th>
<th>Links to Indicators:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Falls Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our faculty is research active</td>
<td>Y9</td>
<td>Ratio of tenured/tenure-track faculty to total instructional faculty</td>
<td>2.1.5</td>
<td>Ratio exceeds 0.8</td>
<td>Ratio is between 0.6 and 0.8</td>
</tr>
<tr>
<td>Our external research funding profile is strong</td>
<td>Y10</td>
<td>Total R&amp;D expenditures*</td>
<td>2.1.1</td>
<td>Increasing significantly</td>
<td>Increasing</td>
</tr>
<tr>
<td>Our research faculty is productive</td>
<td>Y11</td>
<td>Percentage of faculty with high-impact national or international publications</td>
<td>2.1.6</td>
<td>Rate exceeds 75%</td>
<td>Rate is between 50 and 75%</td>
</tr>
<tr>
<td>We are training the next generation of scientists and scholars</td>
<td>Y12</td>
<td>Ratio of doctoral degrees awarded to all degrees awarded*</td>
<td>2.2.2</td>
<td>Ratio exceeds 0.10</td>
<td>Ratio is between 0.05 and 0.10</td>
</tr>
<tr>
<td>We maintain quality and assess learning outcomes</td>
<td>Y13</td>
<td>Percentage of graduate programs in compliance with full cycle review</td>
<td>2.3.1</td>
<td>Rate exceeds 90%</td>
<td>Rate is between 80 and 90%</td>
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### Core Theme 3: Outreach and Engagement

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<tr>
<th>Mission Fulfillment</th>
<th>Yardstick</th>
<th>Links to Indicators:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Falls Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>We provide robust professional and continuing education</td>
<td>Y14</td>
<td>PACE offers a diversity of options suitable for professional and nontraditional learners</td>
<td>3.1.2</td>
<td>Diversity of programming is high and enrollment is growing</td>
<td>Diversity of programming is low and enrollment is falling</td>
</tr>
<tr>
<td>We collaborate actively with Oregon communities</td>
<td>Y15</td>
<td>Collaborations are diverse and distributed widely</td>
<td>3.1.4</td>
<td>Diverse collaborations throughout the state, with external funding</td>
<td>Diverse collaborations in few areas</td>
</tr>
<tr>
<td>We maintain a physical presence throughout Oregon with research, extension and outreach activities</td>
<td>Y16</td>
<td>Percentage of Oregon counties with an OSU campus, research facility or Extension office</td>
<td>3.2.1</td>
<td>Rate is 90% or higher</td>
<td>Rate is between 65 and 90%</td>
</tr>
<tr>
<td>We are commercializing OSU innovations</td>
<td>Y17</td>
<td>Startups, invention disclosures and licensing revenues</td>
<td>2.1.2</td>
<td>Increasing significantly</td>
<td>Stable or increasing</td>
</tr>
</tbody>
</table>

*Yardstick associated with a university metric that the institution tracks for SP3.0.*
OSU benchmarks expectations of mission fulfillment for these yardsticks as:

• *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.
Student Learning Outcomes
Indicators 1.2.1: Percent of active academic undergraduate programs with completed external academic program reviews

Table 1.2.1: Percent of Active Academic Undergraduate Programs with Completed External Academic Program Reviews

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</thead>
<tbody>
<tr>
<td><strong>Total Approved Undergraduate Programs (Unique Majors)</strong></td>
<td>80</td>
<td>81</td>
<td>84</td>
<td>83</td>
<td>85</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td><strong>Percent of Active Undergraduate Programs with Completed External Academic Program Review</strong></td>
<td>Joint</td>
<td>Joint</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
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</table>

1 This number represents approved undergraduate programs (both active and suspended programs).

2 Percentage is based on the number of active undergraduate programs (does not include suspended programs). Joint = Conducted as part of a graduate academic program review and not tracked separately.
**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

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<tr>
<td>Total Approved Undergraduate Programs (Unique Majors)¹</td>
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<td>81</td>
<td>84</td>
<td>83</td>
<td>85</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td>Percent of Active Undergraduate Programs with Full-Cycle Learning Outcomes Assessment²</td>
<td>55%</td>
<td>67%</td>
<td>54%</td>
<td>93%</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

¹This number represents approved undergraduate programs (both active and suspended programs).
²Percentage is based on the number of active undergraduate programs (does not include suspended programs).
Indicator 2.3.1: Percentage 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

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</thead>
<tbody>
<tr>
<td>Plans Developed</td>
<td>50%</td>
<td>&lt;75%</td>
<td>75%</td>
<td>85%</td>
<td>90%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*Includes one-year extensions granted by the dean of the Graduate School and off-cycle adjustments to coordinate multi-program reviews.
Kate Peterson
NWCCU Peer Reviewer’s Perspective
Accreditation Evaluation Site Visit

• Evaluation Site Visit – April 15–17, 2019
  • Involves entire OSU community (Corvallis, Cascades, Ecampus, Hatfield, Extension and Experiment Stations).
  • All faculty, staff, students, administrators and members of the Board of Trustees are invited to participate.

• Open Forum and Meeting Schedule – Posted on Accreditation Website
Why is Participation in the Site Visit Important?

Feedback Group
- Hear perspectives on:
  - What’s working
  - What needs improvements

Safe Space
- To be honest, reflective, transparent, thoughtful, rational & reasonable.
- Forums do not include supervisors.

Appropriate Patterns
- Information-balanced.
- Help make OSU a better institution!
What’s Next?

Keep calendar open and plan to meet with the Evaluation Committee

April 15\textsuperscript{th} and/or 16\textsuperscript{th}
Questions & Discussion

Website: leadership.oregonstate.edu/provost/university-accreditation