



Campus Forum on University Accreditation

Wednesday, April 4, 2018

10:00 – 11:30 am

Oregon State University

Horizon Room, Memorial Union

Remotely Via WebEx:

Meeting number, 929 390 414

Password, NWCCU04042018



Oregon State University
Office of the Provost

Overview of the Accreditation Process

Susan Capalbo

Senior Vice Provost & Accreditation Liaison Officer



NWCCU Accreditation Process: OSU's 7-Year Review Cycle

Year One (2011-2012) – Mission and Core Themes

- Standard 1 – *Mission, Core Themes and Expectations*
- Now called Mission and Core Themes - 1.5 Years

Year Three (2013-2014)

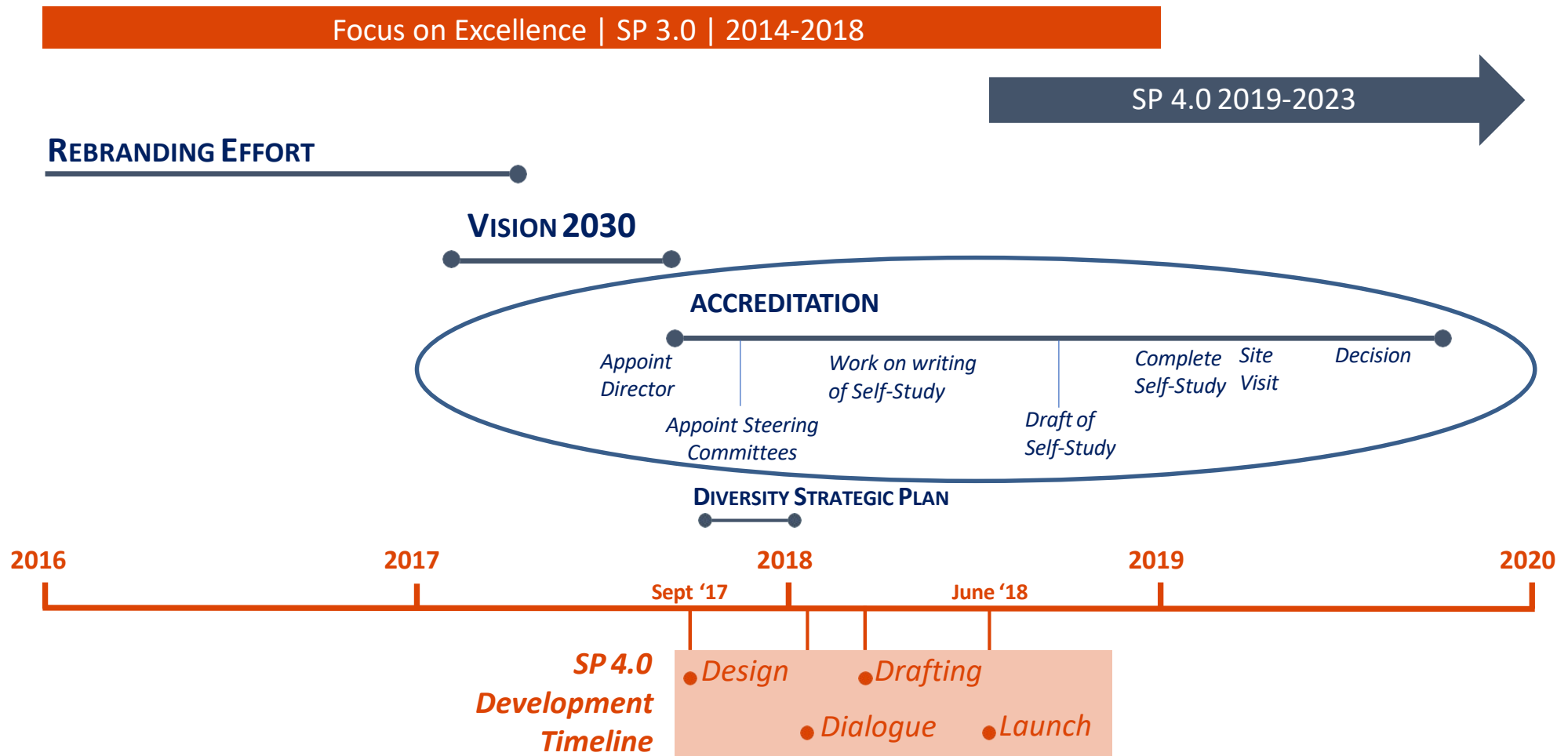
- Standard 2 – *Resources and Capacity*
- Update response to Standard 1

Year Seven (2017-2018)

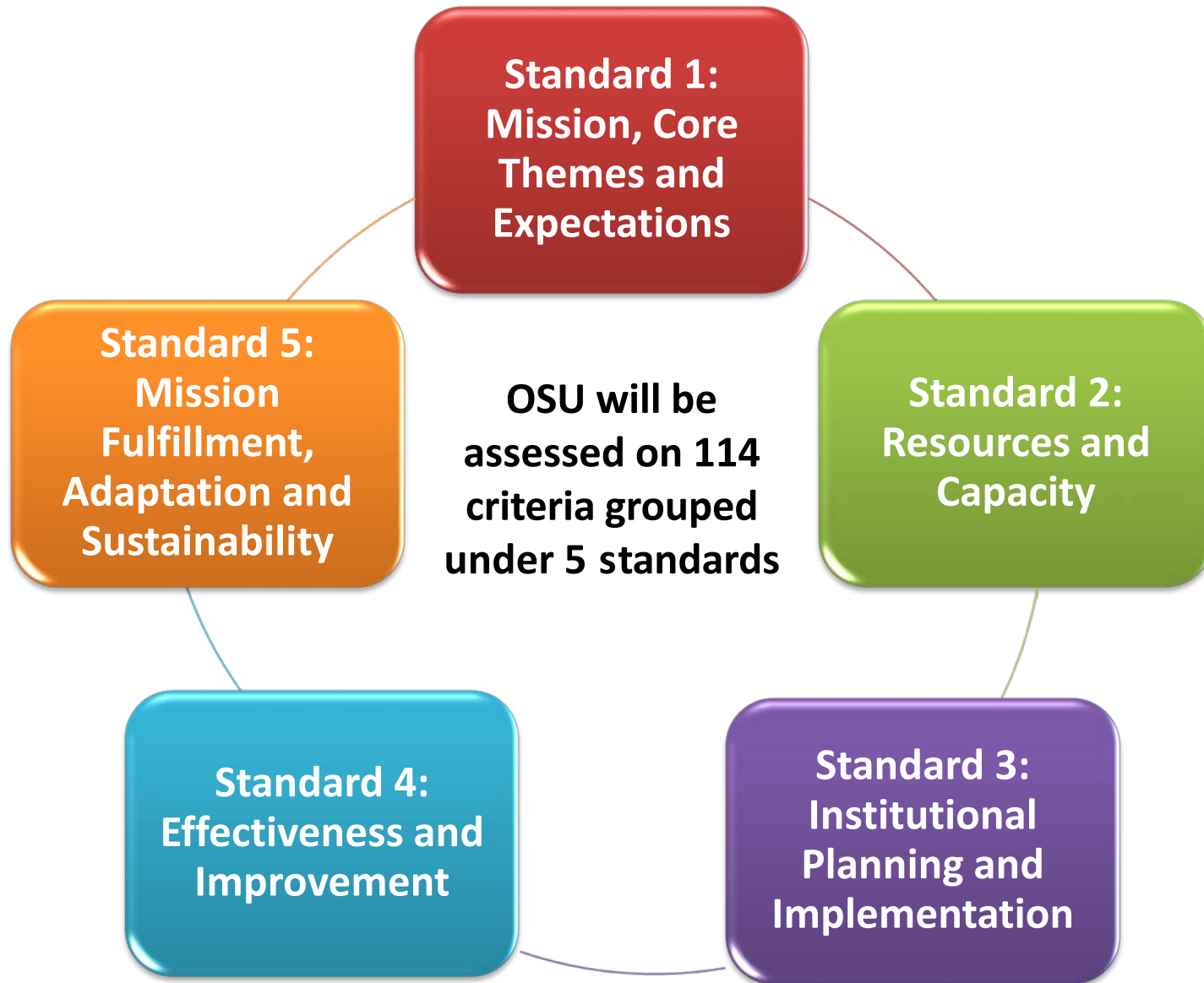
- Standard 3 – *Planning and Implementation*
- Standard 4 – *Effectiveness and Improvement*
- Standard 5 – *Mission Fulfillment, Adaptation, and Sustainability*
- Update responses to Standards 1 and 2

**OSU's Year Seven Site Visit is
April 15 – 17, 2019**

Alignment with Strategic Plan 4.0 (SP4.0)



Key Components of the Self-Study Report



<http://www.nwccu.org/accreditation/standards-policies/standards/>



OSU's Accreditation Team

Accreditation Steering Committee

- Engage the University community in the accreditation process
- Provide leadership and advice regarding the accreditation process and development of the Evaluation Report
- Review and provide feedback about the self-study evaluation report

Accreditation Sub-Committees

- Gather information, analyze data, and draft first responses to Standards
- Collaborate with members of the other Accreditation committees

Core Theme Committees

- Institutional planning, core theme planning and mission fulfillment
- **Interested in participating? Let us know!**

Accreditation Project Team

- Ensure details of the self-study are effectively managed and stay on timeline
- Revise, edit, design and produce final drafts of the Evaluation Report
- Provide support to members of all of the committees



Welcome!

Dr. Marlene Moore

Interim President of the Northwest Commission
on Colleges and Universities (NWCCU)



National Trends Related to Accreditation

Dr. Marlene Moore
Interim President of the Northwest Commission
on Colleges and Universities (NWCCU)

Politicization of Higher Education – our Climate

STUDENT AID AND LOANS

Call for More Federal Oversight

The Education Department needs to better monitor colleges' finances to prevent another costly fiasco like the 2014 collapse of Corinthian Colleges, says the agency's Office of Inspector General.

Paul Fain // March 1, 2017

10 COMMENTS

Department of Education nudges college accreditors to get tougher

Danielle Douglas Gabriel April 20, 2018 [Email the author](#)

NEWS ■ Education

Does Higher Education Accreditation Need Fixing?

Posted to [Education](#) April 27, 2017 by [Leo Doran](#)





Some Accountability Issues and Actions Taken in Higher Education

- Graduation/completion, retention/persistence, and loan default and repayment rates – student achievement measures and related “bright lines” – HEA 1965, Higher Education Opportunity Act of 2008
- Heightened Cash Monitoring (2 levels) of institutions; unexpected closures
- Increased oversight of statewide authorization of reciprocity agreements (SARA): Distance Education and crossing state borders
- Consumer protection emphases
- Increased communication among accrediting agencies



Understanding NWCCU's Language

Higher Education Act 1965: SubPart 2, Sec. 496

(5) the standards for accreditation of the agency or association assess the institution's— (A) success with respect to student achievement in relation to the institution's mission, including, as appropriate, consideration of course completion, State licensing examinations, and job placement rates; (B) curricula; (C) faculty; (D) facilities, equipment, and supplies; (E) fiscal and administrative capacity as appropriate to the specified scale of operations; (F) student support services; (G) recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising; (H) measures of program length and the objectives of the degrees or credentials offered; (I) record of student complaints received by, or available to, the agency or association; and (J) record of compliance with its program responsibilities under title IV of this Act based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews, and any such other information as the Secretary may provide to the agency or association;





Required Item	Citation	Yes	No
Policies/procedures clarifying ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property	2.A.24	<input type="checkbox"/>	<input type="checkbox"/>
Policies/procedures related to contractual agreements with external entities	2.A.26	<input type="checkbox"/>	<input type="checkbox"/>
Academic freedom policies/procedures	2.A.27 & 2.A.28	<input type="checkbox"/>	<input type="checkbox"/>
Policies/procedures prohibiting plagiarism by faculty and staff	2.A.29	<input type="checkbox"/>	<input type="checkbox"/>
Policies/procedures that articulate the oversight and management of financial resources including planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	2.A.30	<input type="checkbox"/>	<input type="checkbox"/>
Personnel hiring policy/procedures	2.B.1	<input type="checkbox"/>	<input type="checkbox"/>
Administrator/staff evaluation policies/procedures	2.B.2	<input type="checkbox"/>	<input type="checkbox"/>
Employee professional development policies/procedures	2.B.3	<input type="checkbox"/>	<input type="checkbox"/>
Academic organizational chart	2.B.4	<input type="checkbox"/>	<input type="checkbox"/>
Faculty workload policies/procedures	2.B.5 & 2.B.6	<input type="checkbox"/>	<input type="checkbox"/>
Learning outcomes for all courses, programs, and degrees	2.C.1 & 2.C.2	<input type="checkbox"/>	<input type="checkbox"/>
Policies/procedures that define the awarding of credit and degrees	2.C.3	<input type="checkbox"/>	<input type="checkbox"/>
Admission and graduation requirements for degree programs	2.C.4	<input type="checkbox"/>	<input type="checkbox"/>
Policies/procedures explaining the faculty role in revising curriculum, selecting faculty, and assessing achievement of student learning outcomes	2.C.5	<input type="checkbox"/>	<input type="checkbox"/>
Policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process	2.C.6	<input type="checkbox"/>	<input type="checkbox"/>
Policies/procedures for approval of experiential learning	2.C.7	<input type="checkbox"/>	<input type="checkbox"/>
Transfer of credit acceptance policies/procedures	2.C.8	<input type="checkbox"/>	<input type="checkbox"/>
Description of general education program	2.C.9	<input type="checkbox"/>	<input type="checkbox"/>
Assessable learning outcomes for all general education components of baccalaureate and transfer degree programs	2.C.10	<input type="checkbox"/>	<input type="checkbox"/>
Assessable learning outcomes for related instruction	2.C.11	<input type="checkbox"/>	<input type="checkbox"/>
Assessable learning outcomes for graduate program	2.C.12	<input type="checkbox"/>	<input type="checkbox"/>
Graduate admission, retention, and transfer of credit policies/procedures	2.C.13	<input type="checkbox"/>	<input type="checkbox"/>





Assessment of Student Achievement



ACCREDITATION LOGIC MODEL

The Continuous Improvement Cycle

4.B.2

STANDARD 1 Mission & Core Themes	STANDARD 2 Resources & Capacity	STANDARD 3 Planning & Implementation	STANDARD 4 Assessment & Improvement	S T U D E N T A C H I E V E M E N T	STANDARD 5 Mission Fulfillment
INTENDED PURPOSE Expected Outcomes	INPUTS (who we are)	OUTPUTS (what we do)	OUTCOMES (of what impact?)		CHANGES (decisions made)
Students →	Faculty Staff Facilities Equipment Budget Planning/Process Policies	Courses Programs Workshops Services Research Allocations Initiatives	Student Learning Value-added Integrated and Authentic Leads to Enhancements		Reflection of Effectiveness Redefining Sufficiency for Future
THEORY	TREATMENT		MEASUREMENT	DIFFERENCE	

Feedback Loop/ Continuous Improvement



Criterion	Initial	Emerging	Developed	Highly Developed
Definition of mission fulfillment	No formal definition of mission fulfillment	Definition of mission fulfillment with meaningful, verifiable, measurable outcomes	Clear definition of mission fulfillment with meaningful, verifiable, measurable outcomes and clear thresholds defining extent of mission fulfillment	Clear definition of mission fulfillment with meaningful, verifiable, measurable outcomes with clear thresholds defining extent mission fulfillment. Three years' assessment activities using direct and indirect measures.
Extent to which mission fulfillment is informed by analysis of accomplishment of its core theme objectives	No measure of accomplishment of core theme objectives related to mission fulfillment	Threshold of acceptable accomplishment of core theme objectives related to mission fulfillment	Assess accomplishment of core theme objectives related to mission fulfillment and analyze accomplishment of its core theme objectives	Core themes accomplishments are assessed and analyzed to inform extent of mission fulfillment
Published evidence-based evaluations of quality assessing the extent to which institution is fulfilling its mission	No formal definition of quality or thresholds related to mission fulfillment	Quality is defined in relation to mission fulfillment	Quality is defined in relation to mission fulfillment and thresholds for acceptable levels of quality are established	Quality is defined in relation to mission fulfillment and thresholds for acceptable levels of quality are established and assessed
Evaluation of the adequacy of resources, capacity, and effectiveness of operations	No formal evaluation of adequacy of resources, capacity, and effectiveness of operations	In relation to mission fulfillment, a process for formal evaluation of adequacy of resources, capacity, and effectiveness of operations are established	In relation to mission fulfillment, a process for formal evaluation of adequacy of resources, capacity and effectiveness of operations (with thresholds) are established	In relation to mission fulfillment, thresholds for acceptable levels of adequacy of resources, capacity, and effectiveness of operations are established and assessed
Full documentation of evaluation of cycle of planning, practices, resource allocation, application of institutional capacity and assessment of results to ensure effectiveness	No formal evaluation of cycle of planning, practices, resource allocation or application of capacity and assessment of results to ensure effectiveness	Developed a process for formal evaluation of cycle of planning, practices, resource allocation or application of capacity and assessment of results to ensure effectiveness	Process for formal evaluation of cycle of planning, practices, resource allocation or application of capacity and assessment of results is in place with thresholds of effectiveness established	In relation to mission fulfillment, thresholds are established for the effectiveness of planning practices, resource allocation, and application of institutional capacity. Annually, results of assessment are documented and used to make changes



Student Achievement – Year 7 Evaluation Report

Be prepared to answer these questions:

- (1) What are the key challenges of the institution related to the institution's graduation rate and other data provided?
- (2) What is the institution doing to improve graduation rates?
- (3) What initiatives appear to be effective in improving graduation rates?
- (4) What might accreditors do to assist institutions to improve graduation rates?





Examples of Best Accreditation Practices





Questions and Discussion

JoAnne Bunnage
Director of University Accreditation



Oregon State University
Office of the Provost

Contacts, Support & Resources

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

Susan.Capalbo@oregonstate.edu

JoAnne.Bunnage@oregonstate.edu

