OSU Accreditation - 2011
Northwest Commission on Colleges & Universities

Overview Presentation
April, 2011
Chris Bell, Chair of Accreditation Steering Committee

Accreditation Visit is April 27-29 .... Please Mark your Calendars
Background

- The NWCCU is **one of six** regional agencies recognized by the National Council for Higher Education Accreditation.

- **Previously**, a comprehensive **accreditation** review was done every 10 years.

- **NWCCU adopted a new set of 5 standards in 2009**, emphasizing continuous improvement thro' assessment.

- **The cycle time is now 7 years.**

- The process is an opportunity for self-examination and self-evaluation, to showcase our strengths, and to reflect on our challenges and how we address them in the future.

- [http://www.nwccu.org/Standards%20Review/Pages/RevisedStandards.htm](http://www.nwccu.org/Standards%20Review/Pages/RevisedStandards.htm).
New Standards for Accreditation

A Framework for Continuous Improvement

1. Mission, Core Themes, Objectives + Indicators
2. Document/Evaluate Resources and Capacity
3. Planning Processes for OSU and for Core Themes
4. Assessment & Improvement Processes
5. Mission Fulfillment, Publish Results, Adjust....

“Most people are in favor of progress. It’s the changes they don’t like” Anon.
OSU Accreditation - 2011

A requirement of the new standards is to develop Core Themes that articulate OSU’s mission. We selected:

1. Undergraduate Education
2. Graduate Education & Research
3. Outreach & Engagement

Objectives were developed for each Core Theme, and Indicators of Achievement were chosen for each Objective to enable a self-assessment of Mission Accomplishment.

For details, please see the Self-Evaluation Report & Dashboard at:
http://oregonstate.edu/leadership/accreditation

In particular, see Chapter Four of the Report for the complete set of indicators and the full evaluation.
OSU 7-Year Accreditation Timeline

2011 - All Standards Report & Visit
2012 - Year 1 Report
2014 - Year 3 Report & Visit
2016 - Year 5 Report
2018 - Year 7 Report & Visit
Core Theme Evaluation Cycle

Develop

Refine

Collect

Listen

Synthesize

Disseminate

Assess (Evaluate)
Evaluation Process

Prepared a Discussion Document:

• For some indicators we compared with a set of peer institutions
• For others we used the NSSE or NRC data
• In some cases used judgement
• Decided if an outcome was “meeting our expectations”
Accreditation Peer Institutions

- Auburn
- Arizona State
- Clemson
- Colorado State
- Iowa State
- Kansas State
- NC State
- Oregon
- Purdue
- Washington State

NOT THE SAME AS ASPIRATIONAL PEERS
Core Theme 1, Objective 1 - Summary

Provide Broad and Continuing Access to University Degrees for the People of Oregon and Beyond

OSU is meeting its objectives for initial access to the institution. Enrollment growth outcomes are consistent with plans and with our mission as a land grant institution.

Recent focus to increase nonresident and international students, provides educational experience for all students in a diverse, multicultural setting.

Student success rate, indicated by the six-year graduation rate, requires continuous attention and improvement to close the gap with our peers and to make progress towards the Top 10 land grant vision.

See: http://oregonstate.edu/leadership/accreditation
Undergraduate Enrollments

Indicator 1.1

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<th>Year</th>
<th>Total In-State</th>
<th>Total Out-of-State</th>
<th>Total International</th>
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<td>70%</td>
<td>280%</td>
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<td>2009-10</td>
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<td>218%</td>
<td>10%</td>
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<tr>
<td>2010-11</td>
<td>24%</td>
<td>218%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Six-Year Graduation Rate

Indicator 1.1.4

Indicator 1.4.5

Target

1999
2003
Assess Curricular Programs for Rigor and Effectiveness

Academic courses and programs of study are part of a strong culture of assessment. Most academic units provide assessment reports, SLOs for their programs, and report on full cycle assessment. However, we need to broaden and deepen full cycle assessment.

Implementing the recommendations of the Bacc Core Ad Hoc Review Committee will strengthen undergrad education and its assessment.

Ongoing assessment of individual courses within categories of the Bacc Core supports student learning outcomes. However, OSU needs a stronger assessment of the core as something more than a sum of its parts.

See: http://oregonstate.edu/leadership/accreditation
Core Theme 1, Objective 3 - Summary

**Foster Student Learning and Engagement beyond the Formal Classroom Setting**

Offerings of out of classroom learning experiences exceeded expectations. However, the results from the NSSE survey show a lack of participation in experiences as compared to other institutions.

**Academic programs** offer a range of programs, but there is little indication of level of participation, availability, and effectiveness or quality of these experiences → better assessment is needed.

**Student support units** provide good experiences and assessment. Need to increase effectiveness of interactions between academic units and student support units.

See: http://oregonstate.edu/leadership/accreditation
NSSE – Enriching Educational Experience

Indicator 1.3.3

First Year Students

Senior Students

OSU
Carnegie
NSSE
Core Theme 1, Objective 4 - Summary

Provide Supportive and Healthy Campus Environment for Student Development and Success at All Levels

OSU offers a full range of academic and co-curricular support services comparable to our peers. We offer a range of first-year experience courses with clearly articulated expected outcomes. Programs & activities introduced over the past 2-3 yrs are improving advising & providing academic support for students to be successful.

We need to continuously monitor our advising environment, both to ensure that advising outcomes are achieved and that investment in advising staff is consistent with student enrollments.

See: http://oregonstate.edu/leadership/accreditation
First Year Retention Rate

Indicator 1.4.4

Target
Core Theme 2, Objective 1 - Summary

Provide High Quality and Rigorous Graduate Education and Professional Programs

The majority of our programs are performing well relative to our peers.

OSU has identified three areas for improvement:

1) increase the quality and proportion of international grad students

2) increase grad students and 1st professional students in our total student body to at least 20 percent

3) double the ratio of Doctoral Students to faculty

See: http://oregonstate.edu/leadership/accreditation
Core Theme 2, Objective 2 - Summary

Faculty & Students Demonstrate High Quality in a Broad Range of Scholarly, Artistic & Research-Related Activities

The majority of our programs included in the NRC study meet or exceed expectations relative to our peers.

OSU faculty is extremely productive, both in securing external grants and in their scholarship and creative activities.

Need to extend success in research and scholarship to the # of graduate students, particularly graduating Ph.D. students.

See: http://oregonstate.edu/leadership/accreditation
Total Number of Doctoral Degrees

Indicator 2.2.1

[Bar chart showing the total number of doctoral degrees from various universities from 2004-05 to 2008-09.]
Core Theme 2, Objective 3 - Summary

OSU Fosters an Intellectually Diverse and Collaborative Culture Within the University and Beyond

OSU faculty are remarkable in working across dept, school and college boundaries and in collaborating with external institutions.

OSU is recognized as the most collaborative institution within OUS. We partner with other OUS institutions and organizations, such as PNNL and HP, to lead Oregon’s 3 signature research centers:

• Oregon Nanoscience and Microtechnologies Institute
• Oregon Translational Research and Drug Discovery Institute
• Oregon Built Environment and Sustainable Technology

See: http://oregonstate.edu/leadership/accreditation
Core Theme 2, Objective 4 - Summary

OSU Research has Measureable Economic Impacts Within the State of Oregon and Beyond

OSU has paid significant attention to this objective and to improve the set of indicators associated with it.

The Office of Commercialization & Corporate Development leads on licensing, patents, invention disclosures and research spin-offs.

Growth is due to the research success of faculty that average about $300k per FTE - noteworthy for an institution without a medical school.

One area less competitive than our peers is industry-based research. This is targeted for improvement and growth over the next five years.

See: http://oregonstate.edu/leadership/accreditation
R & D Expenditures/Faculty

Indicator 2.4.1

$ - $50,000
$100,000
$150,000
$200,000
$250,000
$300,000
$350,000

2005-06
2006-07
2007-08
2008-09

Arizona State
Auburn
Clemson
Colorado State
Iowa State
Kansas State
N.C. State
Oregon
Oregon State
Purdue
Washington State
Illinois

Oregon State University
Core Theme 3, Objective 1 - Summary

Engage Off-Campus Learners in Educational Opportunities with Face-to-Face, Distance and Technology-Based Programs

Both Ecampus and Extension are very productive and effective. Learners engaged with relevant programs are representative of the population(s) affected by issues of concern. Learning experiences include both face to face and distance programs.

We will refine the assessment process to define targets for the indicators. We will also add granularity in the data, defining the diversity of learners through Ecampus and Extension programs, to better link them with other institutional metrics.

See: http://oregonstate.edu/leadership/accreditation
Ecampus Enrollments

![Bar chart showing Ecampus enrollments from 2005-06 to 2010-11 for undergraduate and graduate students in both Ecampus Only and E-Campus + Campus categories.](chart.png)
Core Theme 3, Objective 2 - Summary

Engage Communities of Interest & Communities of Place for Mutually Beneficial Exchange of Knowledge & Resources in a Context of Partnership and Reciprocity

OSU provides an environment that supports and validates faculty outreach and engagement. New directions and initiatives, including the Open Campus Initiative & Free Choice Learning will further engagement and impact.

Improvements are needed to better define target performance and a consistent process of data collection for some of the indicators.
Initiatives In Place for Improvements

• Add ~100 faculty over 3 years. $5 million earmarked for professors & chairs with $20 million in private fundraising over 5 years.

• Augment advising staff by adding 6 new positions S2011. MyDegrees software expected F2011.

• Invest $1.5 million for new fellowships to recruit graduate students in targeted areas and new scholarships for GRA/GTAs

• $4 million/yr for improved course access and undergrad education (summer transition programs, peer-to-peer mentoring, first-year orientation, and undergrad research opportunities). Future focus on guaranteed access to core courses for 1st-year students.

• Directed ~$25 million to improve teaching & research infrastructure.

• ~$200 million of construction is to add classrooms, housing capacity, and research facilities within the next 12-18 months.
A Continuous Improvement Process

It isn't expected that we are perfect – just that we have an appropriate (assessment) framework in place and are implementing!

We will be among the 1st group to be evaluated using the new standards. Others are UAF, UofP, Willamette ++++++

We start the cycle again this year!