OSU Accreditation - 2011
Northwest Commission on Colleges & Universities

Open Forums & Colleges
February, 2011
Chris Bell, Chair of Accreditation Steering Committee

Accreditation Visit is April 27-29 .... Please Mark your Calendars
Steering Committee:

- Chris Bell
- Susie Brubaker-Cole
- Janine Trempy
- Rich Holdren
- Walt Loveland
- Scott Reed
- Bruce Weber
- Gita Ramaswamy

Objectives:

- Lead Development of Self-Study
- Engage the Campus Community
- Meet Stakeholders as needed
- Decisions & recommendations
- Serve as Liaisons

Staff:

Chris Bell, Gigi Bruce, Sara Eklund
Becky Warner
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 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
# Timeline leading to the 2011 Visit

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Jan 2010</td>
<td>Steering Committee Kickoff</td>
</tr>
<tr>
<td>February</td>
<td>NWCCU Visit &amp; Training</td>
</tr>
<tr>
<td>February</td>
<td>Start Developing Core Themes</td>
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<tr>
<td>March</td>
<td>Begin Campus Engagement</td>
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<tr>
<td>March</td>
<td>Collect Information</td>
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<tr>
<td>December</td>
<td>1st Draft of Self Evaluation Report</td>
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<tr>
<td>March 11, 2011</td>
<td>Submit Final Report to NWCCU</td>
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NWCCU:

“A **CORE THEME** is a *manifestation of a fundamental aspect of institutional mission with overarching objectives* that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.

“Collectively, the **CORE THEMES** represent the institution's interpretation of its mission and translation of that interpretation into practice.
Core Theme Teams

Core Theme #1: Undergraduate Education
Susie Brubaker-Cole, Janine Trempy + UEC & UCSEE

Core Theme #2: Graduate Education & Research
Walt Loveland, Rich Holdren + GC & RC

Core Theme #3: Outreach & Engagement
Scott Reed, Bruce Weber + OEC

Assessment Guru: Gita Ramaswamy
+ Many Others
Core Theme Teams - Role

- Develop
- Refine
- Collect
- Synthesize
- Disseminate
- Assess (Evaluate)
- Listen
As a Land Grant Institution we are committed to the following 3 core themes:
1. Undergraduate Education
2. Graduate Education & Research
3. Outreach and Engagement

Achieved by:

Core Theme 1 – Objectives
1. Broad Access
2. Effective, Rigorous Programs
3. Learning & Engagement Beyond the Classroom
4. Supportive & Healthy Campus Environment

Core Theme 2 – Objectives
1. High Quality Graduate Ed. & Prof Programs
2. High Quality Scholarly, Artistic & Res. Activities
3. Intellectually Diverse & Collaborative Culture
4. Economic Impact

Core Theme 3 – Objectives
1. Engage Diverse Off-campus Learners
2. Engage Communities of Place & Interest

OSU Promotes Economic, Social, Cultural & Environmental Progress for the People of Oregon, the Nation & the World

Indicators
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”
• Input from “experts”
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
Objective #1.1

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

Indicators:

1. Number and percent of Oregon high school students, out of state students and international students attending OSU
2. Degree Partnership Program, Ecampus, and OSU Cascades enrollments as portion of overall OSU enrollment and as growth measured over time
3. Demographics of students who apply to OSU (ethnicity, gender, age, geographical, socioeconomic), and a demographic comparison of the % of students accepted to OSU and the % of students who attend OSU from the accepted group.
4. Comparison of the 6-year graduation rate between OSU and peer land grant universities, overall and gap across groups
Undergraduate Enrollments

Indicator 1.1.1

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<th>Year</th>
<th>International</th>
<th>Out-of-State</th>
<th>In-State</th>
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<tbody>
<tr>
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<td></td>
<td>2,000</td>
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<td>2010-11</td>
<td></td>
<td>2,000</td>
<td>14,000</td>
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</table>
E-Campus Enrollments

- **E-Campus Only**
- **E-Campus + Campus**

<table>
<thead>
<tr>
<th>Year</th>
<th>E-Campus Only</th>
<th>E-Campus + Campus</th>
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<tbody>
<tr>
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<td>2010-11</td>
<td>1558</td>
<td>3955</td>
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</table>

Indicator 1.1.2
Demographics - Geography

Indicator 1.1.3

<table>
<thead>
<tr>
<th></th>
<th>F2005</th>
<th>F2009</th>
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<tbody>
<tr>
<td>Applications</td>
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<tr>
<td>Admits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
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</tbody>
</table>

- Resident
- Non-resident
- International
Objective #1.1 - 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.
Objective #1.2

Assess Curricular Programs for Rigor and Effectiveness

Indicators:
1. Percent of Academic Units Providing an Assessment Report
2. Percent of Degree Programs with articulated student learning outcomes
3. Percent of Degree Programs with articulated student learning outcomes for Courses
4. Percent of Academic Units using Direct and Indirect Assessment Methods
5. Percent of Academic Units Engaged in Full Cycle Assessment
6. Assessment of OSU’s Baccalaureate Core
7. Indirect Assessment of Student learning through National Survey of Student Engagement (NSSE) – Academic Challenge Benchmark
8. Qualification & evaluation of faculty involved in delivering the curricula
NSSE - Academic Challenge

Indicator 1.2.7

First Year Students

2005 | 2007 | 2010
40.0 | 42.0 | 44.0

Senior Students

2005 | 2007 | 2010
50.0 | 52.0 | 54.0

OSU
Carnegie
NSSE

Oregon State University
Objective #1.2 - Summary

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, student learning outcomes for their programs, and report on full cycle assessment. However, they need to broaden and deepen full cycle assessment.

Implementing the recommendations of the Bacc Core Ad Hoc Review Committee will strengthen undergraduate 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.
**Objective #1.3**

_Foster Student Learning and Engagement beyond the Formal Classroom Setting_

**Indicators:**

1. Percent of academic programs offering _out of classroom learning experiences_ (research, student clubs, organizations, community service, internships) relating to programs of study

2. Percent of student support units engaged in _full cycle assessment_ of student learning outcomes and of operational/business outcomes

3. **Indirect Assessment** of out-of-class student learning through NSSE Enriching Educational Experience Benchmark

NSSE = National Survey of Student Engagement
NSSE – Enriching Educational Experience

Indicator 1.3.3

First Year Students

<table>
<thead>
<tr>
<th>Year</th>
<th>OSU</th>
<th>Carnegie</th>
<th>NSSE</th>
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Senior Students

<table>
<thead>
<tr>
<th>Year</th>
<th>OSU</th>
<th>Carnegie</th>
<th>NSSE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2010</td>
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Objective #1.3 - Summary

Student Learning & Engagement beyond Formal Classroom Setting

Offerings of out of classroom learning experiences exceeded expectations. However, the results from the NSSE survey shows a lack of student awareness about these experiences as compared to other institutions.

Academic programs offer a range of programs, but there is no indication of level of participation, extent of availability, and effectiveness or quality of these experiences. As a baseline, knowing what academic programs offer is a good starting indicator, but in the future, better assessment is needed.

Student support units provide good experiences and assessment. Need to increase effectiveness of their interactions with academic units.
**Objective #1.4**

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

**Indicators:**

1. Range of offerings of academic and co-curricular support services
2. Student to academic advisor ratios
3. Number of first-year experience courses with articulated learning outcomes and number and % of students participating in a first-year experience course
4. Comparison of the 1st-year retention rate between OSU and peer universities
5. Comparison of the 6-year graduation rate between OSU and peer universities, overall and gap across groups
6. Indirect assessment of OSU campus environment through NSSE Supportive Campus Environment Benchmark
First Year Retention Rate

Indicator 1.4.4

Target
NSSE - Supportive Campus Environment

Indicator 1.4.6

First Year Students
- 2005
- 2007
- 2010

Senior Students
- 2005
- 2007
- 2010

- OSU
- Carnegie
- NSSE
Objective #1.4 - 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 and activities introduced over the past 2-3 years are improving advising and 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.
Objective #2.1

Provide high quality and rigorous graduate education and professional programs

Indicators:

1. GRE scores of entering graduate or professional students
2. Geographic origin of graduate applicants and admitted students
3. Percent of total student enrollment that are graduate or professional students and percent that are doctoral candidates
4. Number of PhD students per graduate faculty member
5. Fraction of entering students that successfully completes their programs and the time to complete their degrees.
6. Fraction of students that obtain passing scores on national licensing exams and their scores on these exams.
7. Rigorous periodic assessment of graduate programs occurs and is used for program improvement.
Percent of Students that are Graduate Students

Indicator 2.1.3

Target

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

Fall 2005
Fall 2006
Fall 2007
Fall 2008
Fall 2009

0%
5%
10%
15%
20%
25%
30%
35%
International Students in Graduate Student Body

Indicator 2.1.3

Fall 2005
Fall 2006
Fall 2007
Fall 2008
Fall 2009

Oregon State
Objective #2.1 - 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 the proportion of grad students and first professional students in our total student body to at least 20 percent

3) Double the ratio of PhD. Students to faculty
Objective #2.2

Faculty & students demonstrate high quality in a broad range of scholarly, artistic & research-related activities

Indicators:

1. Number of Ph.D. degrees awarded per year
2. Number of competitive grants awarded
3. Number of public shows, exhibits, productions, and performances
4. Books, peer-reviewed journal publications and highly cited publications
5. National awards and recognition of our faculty.
Total Number of PhD Degrees

Indicator 2.2.1

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

2004-05
2005-06
2006-07
2007-08
2008-09
Objective #2.2 - 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.

We need to extend the success in research and scholarship to the number of graduate students, particularly Ph.D. students, graduating from OSU.
Objective #2.3

OSU fosters a intellectually diverse and collaborative culture within the University and beyond

Indicators:

1. Number of multi-investigator research projects.
2. Number of multi-unit research projects
3. Number of multi-institutional grants/contracts in which our faculty participate
Objective #2.3 - Summary

OSU fosters a 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, and
• Oregon Built Environment and Sustainable Technology.
Objective #2.4

OSU research has measureable economic impacts within the State of Oregon and beyond

Indicators:

1. Total research funding/tenure track faculty member
2. Fraction of graduates that are employed in their chosen field within 2 years of graduation
3. Percent of the sponsored research funded by industry
4. Licensing revenue generated
5. Research spin-off developments
Industry Funded Research (Percent)

Indicator 2.4.3

[Bar chart showing industry-funded research percentages for different states and years, with specific data points for Arizona State, Auburn, Clemson, Colorado State, Iowa State, Kansas State, N.C. State, Oregon, Oregon State, Purdue, and Washington State, with years 2004-05, 2005-06, 2006-07, and 2007-08.]
Objective #2.4 - Summary

OSU research has measurable 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.
Objective #3.1

Engage diverse off-campus learners in educational opportunities utilizing innovative face-to-face, distance and technology-based programs

Indicators:

1. Number of courses and degree/certificate programs offered by Ecampus
2. Number of students enrolled in online Ecampus courses
3. Number of degrees granted and other certification of program completion by Ecampus students
4. Number of counted educational contacts in Extension Service programs
5. Number of volunteers in Extension Service programs
6. Systematic assessment is utilized to monitor performance, learner satisfaction and educational outcomes:
   • Ecampus monitors new online courses, # of learners and satisfaction
   • Extension expects formal evaluation of three educational events per faculty member for use in documenting performance
# Ecampus Enrollments

<table>
<thead>
<tr>
<th>Year</th>
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<th>E-Campus + Campus</th>
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<td>2009-10</td>
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<tr>
<td>2010-11</td>
<td>1558</td>
<td>888</td>
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</tbody>
</table>

- **Undergraduate**
- **Graduate**

Indicator 3.1.2
Objective #3.1 - Summary

Engage diverse off-campus learners in educational opportunities utilizing innovative 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 performance indicators. We will also add granularity in the data, e.g., defining the diversity of learners through Ecampus and Extension programs, to better link them with other institutional metrics.
Objective #3.2

Engage communities of interest & communities of place for mutually beneficial exchange of knowledge & resources in a context of partnership and reciprocity

Indicators:

1. Number of students who have a community-based service learning experience
2. Number of communities involved in community-based learning
3. Number of advisory boards with external community representation
4. Amount of external funding for outreach and engagement (including that embedded in “research grants” of NSF, NIFA)
5. Oregon State University is recognized as a Community Engagement institution by the Carnegie Foundation.
Objective #3.2 - 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

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

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

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

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

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

• Almost $200 million of construction is underway to add classroom & housing capacity, and research facilities within the next 12-18 months.
Campus Outreach

• Faculty Senate
• Provosts Council
• Forums:
  → February 10, 15 & 28
• Key Committees + College Visits:
  → February & March
• Webpage:
  → http://oregonstate.edu/leadership/accreditation
  → Posting of Documents
  → Dashboard
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!
Thank for Your Support!