




Accreditation 2007

Undergraduate Council

September 26, 2005



Who? Regional Accrediting Agency:
NWCCU (Northwest Commission
on Colleges and Universities).

What? Self-study followed by on-campus
visit of 12-person evaluation team.

When? Self study complete next fall.
Visit in April of 2007.

Why? Because we must.



Plan A (Default Plan)

- Attain “reaffirmation” of accreditation
- Minimize costs



Plan B

- Resources committed to accreditation serve the campus
- Re-accreditation occurs as a by-product
- Costs are no greater than Plan A



Plan A

Follows NWCCU Self-Study Structure
Organized around **standards, elements, and indicators**

■ Standards

- 1. Institutional Mission and Goals, Planning and Effectiveness
- 2. Educational Program and Its Effectiveness
- 3. Students
- 4. Faculty
- 5. Library and Information Resources
- 6. Governance and Administration
- 7. Finance
- 8. Physical Resources
- 9. Institutional Integrity



Plan A

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- 1. Institutional Mission and Goals, Planning and Effectiveness
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- 3. Students
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- 8. Physical Resources
- 9. Institutional Integrity

- 
- Standards are defined –
and then further defined by **elements**.

For example:

Standard 2. Educational Program and Its Effectiveness

- 2.A. General Requirements
- 2.B. Education Program Planning and Assessment
- 2.C. Undergraduate Program
- 2.D. Graduate Program
- 2.E. Graduate Faculty and Related Resources
- 2.F. Graduate Records and Academic Credit
- 2.G. Continuing Education and Special Learning Activities
- 2.H. Non-credit Programs and Courses

Policies (six)

Supporting Documentation (don't ask)

- 
- Elements are defined –
and then further defined by **indicators.**

For example:

Standard 2. Educational Program and Its
Effectiveness

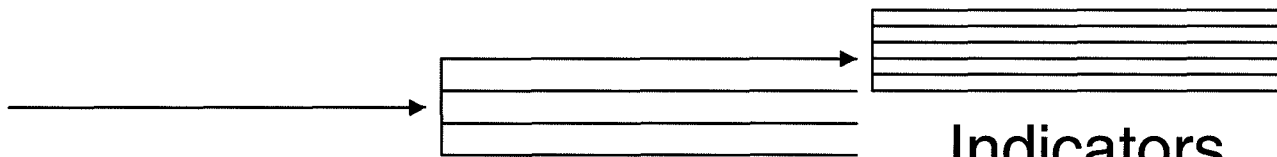
Element 2.B. Education Program Planning
and Assessment



Examples of Indicators:

2.B.2 The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it demonstrates that students who complete their programs ...have achieved these outcomes.

2.B.3 The institution provides evidence that its assessment activities lead to the improvement of teaching and learning.



Standards
(9)

Elements
(35)

Indicators
(214)

A typical self-study addresses all 214 indicators in the order in which they appear in the NWCCU's handbook.

plus

15 lengthy policies

and

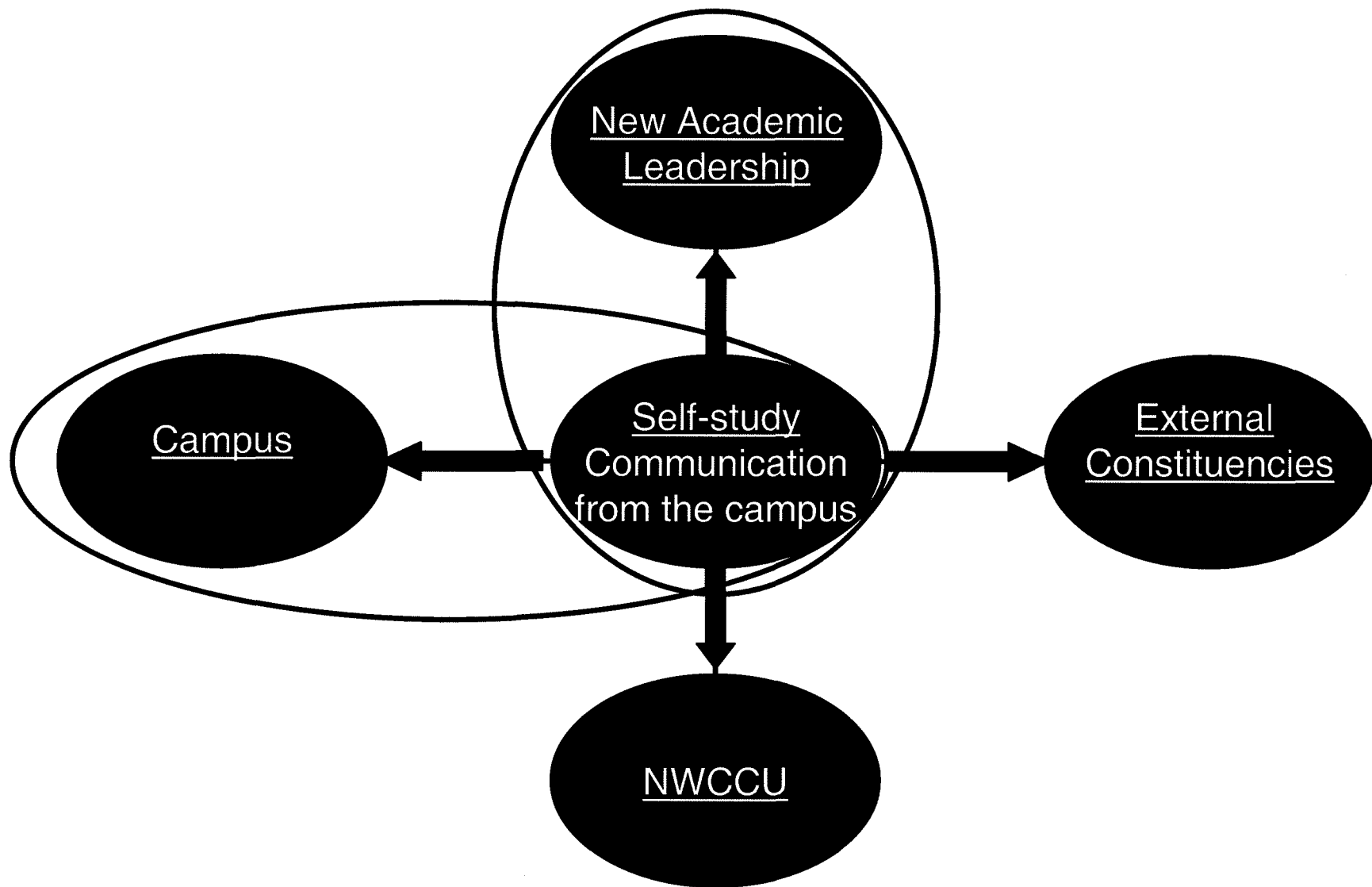
provides hundreds of additional required documents and exhibits.



Plan B

Design an Alternative Self-Study Structure

- Organized around our **mission**.
- Focused on issues
- Addressed to those critically involved in our future.





Why are we here?

- Roughly half of a self-study is devoted to Standard 2 – Educational Program.
- A large part of our educational program is undergraduate education.




What do we want from you?

This term: Help us identify

- ***the issues***
- ***the information***



Grade Inflation

- 
- The UGC is interested in grade inflation.
 - It has studied grade inflation.
 - Grade inflation is a critical *assessment* issue
 - Across institutions
 - Within institutions (across programs)
 - So the UGC might propose that we address grade inflation as a significant assessment issue in the self-study.



This deals with assessment on ***our*** terms.



The Alternative?



Recall Standard 2.

Standard 2. Educational Program and Effectiveness

2.A. General Requirements

2.B. *Education Program Planning and Assessment*

2.C. Undergraduate Program

2.D. Graduate Program

2.E. Graduate Faculty and Related Resources

2.F. Graduate Records and Academic Credit

2.G. Continuing Education and Special Learning Activ.

2.H. Non-credit Programs and Courses



Recall the indicators:

2.B.2 The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it demonstrates that students who complete their programs ...have achieved these outcomes.

2.B.3 The institution provides evidence that its assessment activities lead to the improvement of teaching and learning.



Assessment on *their* terms.

- We spend a year trying to
 - Articulate desired outcomes
 - Measure them
 - Prove they have gone up
- Finally
 - Measurement is revealed to be intractable
 - We commit to more and better student and employer satisfaction surveys.



Other candidates for focus?

- First-year programs – experience since 1997 study / are we where we want to be?
- Fit within the OUS system – campus vision.
 - Articulation with K-12 (AP credit, “college high”)
 - Relationship to community colleges (transfer module)
 - Relationship to other universities (uniform gen. ed.)
 - Place of online classes / distance education



Other candidates for focus?

- Faculty oversight of off-campus programs
- Multicultural requirement
- Non-tenure track instructional faculty
- Student conduct code / academic dishonesty
- Conflict between economic constraints and faculty control of the curriculum