**CURRENT ACCREDITATION ACTIVITY**

**December 2016**

**Summary of recent site visits:**

* The Emergency Medical Services program received official notification from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) of its recognition for the full five-year accreditation period.

**Summary of recent accreditation actions:**

* On February 5, 2016, YSU received the report from the Higher Learning Commission’s (HLC) Multi-Location Visit. This report assesses YSU’s academic programs offered at Lorain County Community College, Lakeland Community College, and Butler County Community College in Butler, Pennsylvania. The report confirmed that the pattern of operations at the locations is adequate, and no follow-up review or monitoring is necessary.

**Details:**

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| **Program** | **Status** |
| Art National Association of Schools of Art and Design (NASAD) | NASAD reaccreditation self-study application materials submitted March 2016, and a site visit was conducted April 2016. The visitor’s report has been received, and the department will submit an option response for review by the NASAD commission (see supplementary document for additional information). The NASAD commission will review the department’s reaccreditation application October 2016, and the results are expected November 2016. NASAD granted plan approval for BFA: Studio Art: Painting/Printmaking and deferred action on plan approval for BFA Studio Art: Digital Media. The department has acquired a second faculty line in Digital Media, and NASAD has awarded Plan Approval status. The new MFA in Interdisciplinary Visual Arts has been awarded NASAD Plan Approval. |
| **Business**  AACSB International—The Association to Advance Collegiate Schools of Business | The AACSB Board of Directors has ratified the recommendation to extend the AACSB accreditation of the YSU BSBA and MBA programs. The next review is scheduled for 2019-2020. The WCBA was commended in seven different areas including the co-location of its centers, the physical facility, faculty engagement, leadership team, advisory councils, partnership with the business incubator, and required professionalism course. |
| **Chemistry**  American Chemical Society (ACS) | An annual report is submitted each August/September, and an application for accreditation is submitted every six years. The most recent accreditation application was submitted in June 2016. This application is currently under review, with a request for supplemental information due by Oct. 20, 2016. |
| **Counseling**  Council for Accreditation of Counseling and Related Educational Programs (CACREP) | CACREP granted full accreditation to the MS. Ed. in Counseling—Addiction Counseling, Clinical Mental Health Counseling, School Counseling, and Student Affairs/College Counseling program tracks for the full eight-year period, until March 31, 2023. |
| **Dental Hygiene**  American Dental Association | Self-study for continuing accreditation of the Dental Hygiene program submitted in February 2010. Site visit occurred April 27-28, 2010. The program received full accreditation “without reporting requirements.” Next site visit is scheduled for 2017. |
| **Dietetics Program**  Academy of Nutrition and Dietetics;  Accreditation Council for Education in Nutrition and Dietetics (ACEND) | The five-year midpoint Program Assessment Reports (PAR) for the Coordinated and Didactic Programs in Dietetics and the Dietetic Technician programs were submitted in December 20155, and all three programs met criteria for continued accreditation in good standing. The next re-accreditation site visit will be in 2020. ACEND has reduced the accreditation cycle from 10 years to seven years for all programs currently applying for accreditation and re-accreditation, which will affect the next re-accreditation application. ACEND requires that the Coordinated Program in Dietetics transition into a graduate program (Master of Science + Supervised Practice) within the next 3-4 years. The application has begun the YSU internal approval process. |
| **Education and Licensure Programs**  National Council for Accreditation of Teacher Education (NCATE)  Accreditation occurs at the unit (BCOE) level. | The NCATE site visit took place March 20-24, 2010. On November 5, 2010, NCATE sent official notice that accreditation “is continued at the initial teacher preparation and advanced preparation levels.” YSU meets all 6 NCATE standards. The next site visit will take place in spring 2017. |
| **Emergency Medical Services**  State of Ohio Department of Public Safety / Division of Emergency Medical Services  Commission on Accreditation of Allied Health Education Programs—EMS Professions (CoAEMSP—CAAHEP) | The Emergency Medical Services (EMS) program was site visited on March 3, 2016, by the Ohio Department of Public Safety (ODPS) Division of EMS, and on March 3 and 4 by the Committee on Accreditation of Education Programs for the EMS Profession (CoAEMSP). The program received no citations from either the state or CoAEMSP reaccreditation visit. Subsequent to the submission of the self-study documents and site visit, the program received full reaccreditation by the ODPS Division of EMS and has received its findings letter from CoAEMSP indicating there were no citations and the program is being forwarded to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for full reaccreditation for five years. The EMS program received official notification from CAAHEP of its recognition for the full five-year period. |
| **Engineering**  Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) | The Electrical Engineering, Civil Engineering, Chemical Engineering, Industrial Engineering, and Mechanical Engineering programs are fully accredited by ABET until September 30, 2020. A request to ABET by January 31, 2019, will be required to initiate a reaccreditation visit in 2019. |
| **Engineering Technology**  Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET) | ETAC-ABET granted continuing accreditation in August 2012. CCET (AAS), CCET (BSAS), EET (AAS), EET (BSAS), MET (AAS), and MET (BSAS) have been accredited through September 30, 2018. A request for a reaccreditation visit during Fall 2017 must be placed by January 1, 2017. |
| Foreign Languages ACTFL (American Council on the Teaching of Foreign Languages) Recognition for French Education, Italian Education, and Spanish Education | Resubmission of the French Education, Italian Education, and Spanish Education programs to ACTFL in October 2013 has resulted in national recognition for all three programs effective January 31, 2014. |
| Forensic Science American Academy of Forensic Sciences (AAFS) | Application for initial accreditation pending; self-study and site visit to follow. |
| Medical Assisting Technology American Association of Medical Assistants (AAMAE) / Commission on Accreditation of Allied Health Education Programs (CAAHEP) | Most recent accreditation July 2004. Reaccreditation self-study was submitted December 27, 2012. The site visit is scheduled for May 6-7, 2013. CAAHEP granted the program continuing accreditation for a full ten years. The next review will occur in 2023. |
| Medical Laboratory Technology National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | Most recent accreditation in 2006. Reaccreditation self-study was submitted to NAACLS May 1, 2012. Site visit occurred October 15-16, 2012. Program received no citations or recommendations. NAACLS awarded continuing accreditation for the full seven years until April 30, 2020. Submission of the next Self-Study Report will be due April 1, 2019, and a site visit will be scheduled during Fall 2019. |
| Medical Laboratory Science National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | A letter requesting an initial accreditation application was submitted to NAACLS on October 10, 2014. NAACLS approved the application and preliminary report. The full self-study was submitted to NAACLS on September 26, 2016, and the site visit will occur in March 2017. |
| Music National Association of Schools of Music (NASM) | In June 2012, the NASM Commission on Accreditation voted to continue YSU and the Dana School of Music in good standing. A follow-up report on activities was sent to NASM. In June 2013, the NASM Commission on Accreditation voted to accept the YSU progress report. In July 2016, the NASM Commission on Accreditation accepted YSU’s Application for Plan Approval of Dana’s Bachelor of Music in Music Recording. The next full review will take place in 2020-2021. |
| Nursing Accreditation Commission for Education in Nursing (ACEN) | Site visit for BSN, MSN, and post-master’s certificated conducted February 18-20, 2014. Next Evaluation Visit: Spring 2022. Follow-up report submitted Fall 2016. |
| **Physical Therapy**  Commission on Accreditation in Physical Therapy Education (CAPTE) | Accreditation report for the Physical Therapy Education program submitted spring 2004. Self-study for master’s program submitted February 2004; site visit conducted April 19-21, 2004. Notice of 10-year accreditation received November 19, 2004. Progress report submitted August 15, 2005, and accepted in October 2005; CAPTE continued the accreditation granted the year before. The department submitted an additional progress report in August 2006, and CAPTE found the program in full compliance. In October 2006, the Commission continued the accreditation granted in 2004.  The MPT has been discontinued. Accreditation now applies to the DPT program approved by the Higher Learning Commission in 2008. A site team from CAPTE visited YSU from April 27-30, 2014, for a self-study visit for the DPT program. The self-study was submitted February 2014 for this visit. The site team gave a favorable report. Ten-year accreditation was reaffirmed in writing on November 12, 2014, with a compliance report due February 15, 2015. This report was submitted, and on 4/29/15 CAPTE granted the program continuing accreditation with the next scheduled self-study and site visit in spring 2024. |
| **Public Health (Consortium of Eastern Ohio Master of Public Health)**  Council on Education for Public Health (CEPH) | The MPH is offered by a consortium of six institutions, including YSU. Initial accreditation earned in 2003. Site visit occurred April 20-21, 2009. In October 2009, the Council renewed accreditation for seven years, until December 31, 2016. |
| **Respiratory Care and Respiratory Care “Polysomnography Specialty Option”**  Commission on Accreditation for Respiratory Care (CoARC) | The Polysomnography [Sleep-Study] Specialty Option in the Respiratory Care program received “continuing accreditation” September 19, 2008, and will undergo accreditation review with the respiratory care program. A progress report is submitted annually. Self-study documents for the BS in Respiratory Care and Poly-somnography Specialty Option were submitted on August 28, 2010. The site visit for Respiratory Care and Polysomnography took place in February 2011. CoARC granted both programs full continuing accreditation, with no further progress reports due. The next site visit is scheduled for 2018. Due to increase in demand, the Respiratory Care program applied to CoARC to be able to accept additional students into the Polysomnography program. The program received approval to increase the number of students from 11 to 18 per cohort. |
| **Social Work**  Council on Social Work Education (CSWE) | Following submission of reaffirmation materials in April 2012 and an on-campus site visit in October 2012, the Bachelor of Social Work program earned re-affirmed accreditation status in February 2013. This accreditation status remains in effect until February 2021.  In February 2012, the Council on Social Work Education granted reaffirmation of accreditation of the Master of Social Work Program. The program remains in accredited status until 2020.  In October 2014, Significant Program Changes reports were submitted to the Council on Social Work Education for expansion of the Master of Social Work degree program offerings at Lorain County Community College and Lakeland Community College sites. No further action is necessary until the reaffirmation of accreditation report is due in 2020. |
| **Theater**  National Association of Schools of Theater (NAST) | Next renewal and on-site visit was to occur in 2016-2017. A non-binding site visit in preparation for 2016-17 review occurred in May 2014. YSU was granted a one-year extension for self-study based upon campus discussions regarding Program Improvement Plans, program review, and potential college reorganizations. An additional one-year extension was requested so that the self-study document will be written beginning in Fall 2017 with preparation for a Fall 2018 review. |

**Update on Assessment of Student Learning**

YSU has made and continues to make progress in fostering meaningful and relevant assessment of student learning, including assessment of the General Education program:

* **General Education:** Progress continues on the two initiatives begun in 2011 to assess the general education program: the ROAD project initiative and the domain assessment initiative.

The Office of Assessment, General Education, and the Writing Center have been developing ways to incorporate writing and information literacy frameworks into the writing improvement phase of the project. The goal is to create pathways for programs to increase the number and improve the quality of writing-related activities. Sponsored by a mini-grant from the Office of Assessment, General Education in conjunction with the Office of Assessment and the Writing Center will pilot a Writing Assessment Service for individual departments during the 2016-2017 academic year.

In fall 2015, General Education began two new assessment projects: 1) Performance-Project General Education Assessment and 2) General Education Course Review. The Performance-Project Assessment will use “messy assignments” to holistically assess general education goals at the capstone level. A pilot of this assessment program will take place during the 2016-2017 academic year. For fall 2016, General Education began investigating how to assess quantitative literacy. The goal is to have a plan in place by spring 2017. In addition, General Education has begun investigating the use of course portfolios to periodically review courses in General Education domains

* **Writing Curriculum Maps:** Assessment and General Education have partnered to use existing assessment reporting structures to gather curriculum data on writing outcomes in conjunction with program assessment reports. Undergraduate academic programs were trained in submitting Writing Curriculum Maps, a conceptual curricular mapping tool that outlines the expectations for the development of writing skills for required courses in academic majors. To date, 61 undergraduate programs (66% of the total) have submitted writing curriculum maps.

This intersection between general education writing and academic program learning outcomes is an area of focus in the HLC Criteria for Accreditation. The aim is to better articulate variations in writing development that are inherent and appropriate to various disciplines, to foster discussions among faculty about curricular expectations around writing communication, and to promote dialogue at the campus level about how to use best practices to improve writing development and achievement. Results from these maps will be used in support of the general education assessment plan and in a fall 2015 writing symposium.

* **Critical Thinking Curriculum Maps:** Assessment and General Education have partnered to use existing assessment reporting structures to gather curriculum data on critical thinking outcomes in conjunction with program assessment reports. Members of undergraduate academic programs were trained in submitting Critical Thinking Curriculum Maps, a conceptual curricular mapping tool that outlines the exceptions for the development of critical thinking skills for required courses in academic majors.

This intersection between general education critical thinking and academic program learning outcomes is another area of focus in the HLC Criteria for Accreditation. Undergraduate programs will be asked to develop critical thinking curriculum maps for fall 2016

* **Assessment in Academic Program Review:** The Office of Assessment (OOA) participated in the development of academic program review guidelines in support of HLC expectations regarding regular program review for program evaluation and continuous improvement. Best practice, as well as YSU’s HLC Academy mentor, advises inclusion of a complete assessment cycle reflection as part of program review. The inclusion of assessment in program review fosters “closing of the loop” in using and evaluating data for program improvements in student learning. It also provides a more holistic perspective for departments and faculty considering program quality. During the 2015-16 academic year, programs completed an assessment cycle reflection as part of both full and abbreviated program review.

Collecting these forms of data allowed the OOA to compile a more complete view of the status of student learning outcomes assessment and evaluate process quality in advance of the 2017-18 HLC reaccreditation review. The data indicated that a majority of programs were able to evaluate learning, identify action steps, and make improvements to impact student learning. However, a significant portion of programs was not able to provide complete information. Analysis of these responses indicated that there was some confusion around integration of assessment with program review and that more guidance was needed.

To more clearly support programs in their assessment process and integrate assessment into program review, the OOA developed the Academic Assessment Handbook. The purpose of the Handbook is to assist YSU faculty and program chairs in conducting learning outcomes assessment. It is a step-by-step resource that explains the basic concepts and processes, provides examples and strategies for meeting the specific requirements, and offers approaches for making assessment a useful tool in curricular renewal. It also provides guidance on the reporting schedule and expectations for academic programs.

Assessment reporting has been developed into a five-year cycle (seven years for graduate programs) that aligns with and is bounded by program review. A program will develop an assessment plan, execute that plan over the next four years, and then perform a comprehensive reflection on learning outcomes as part of the program review submission. Programs have been informed of their expected assessment reporting based on program review, and workshops and information sessions are scheduled. Reports will be submitted in fall 2016.

* + **Assessment in Co-Curricular Programs:** The OOA developed a more comprehensive and stable assessment planning and reporting process for all co-curricular departments this past summer. Departments submitted comprehensive planning documents that will allow execution of assessment activities over a three-to-five year period. This new format will eventually allow departments to evaluate achievement of student learning outcomes at an overall department level. Based on feedback from co-curricular departments, a small group peer review model has been established to provide consultation and support in assessment processes and evaluation of learning. The peer review groups met in September to discuss and provide feedback on assessment plans and will meet yearly to discuss assessment activities. Final feedback resulting from those meetings will be returned to departments in fall 2016.
  + **Activities to Promote a Positive Assessment Culture:** A critical part of meeting HLC accreditation expectations is fostering a dynamic campus community with faculty and staff engaged in meaningful student learning assessment activities. In addition to fulfilling HLC expectations, these activities meet the goals of the 2020 Strategic Plan Cornerstones in the areas of Accountability, Student Success, and Urban Research.

A critical part of building a positive culture is professional development to build capacity in assessment and increase the knowledge and skills of faculty and staff. In June 2016, the Office of Assessment funded a seven-member team of staff who work in Student Success, Student Experience, Enrollment Management, and Academic Support to attend a one-day assessment and research conference at Ohio State University. This conference provides an opportunity to integrate best practices in student learning outcomes assessment, foster an evidence-based approach to practice, and increase professional connections across campus and with other regional institutions. The team reconvened after the trip to identify ways to implement program improvements on campus. One significant outcome of the conference was the development of a partnership with the Counseling program to involve graduate students in data analysis and further research on student engagement data.

In addition, Assessment is working to support professional development with faculty. Faculty learning communities on the scholarship of engagement and the scholarship of teaching and learning are being co-sponsored this year by the OOA and Faculty Development. Assessment also provides a forum for all faculty learning communities to present results through the yearly Program Quality and Assessment Poster Event.

* **National Survey of Student Engagement:** The National Survey of Student Engagement (NSSE) was fielded in spring 2016. The NSSE collects data on first-year and senior student experiences in the areas of academic challenge, learning with peers, experiences with faculty, campus environment, and high impact experiences such as research or internships. Student survey participation at YSU was at 26% and out-paced other institutions of similar size. The survey results will provide information and benchmarking data regarding student engagement and success activities on the YSU campus. A data team has been formed to analyze survey results and strategize dissemination for campus improvement purposes. Data dissemination will begin in late fall 2016.