**CURRENT ACCREDITATION ACTIVITY**

**March 2017**

**Summary of recent site visits:**

* The National Association of Schools of Art and Design (NASAD) Commission took action on the department’s reaccreditation application at its October 2016 annual meeting. The Commission voted to continue the current membership status and is seeking further information before completing renewal of membership. The department retains accreditation during this deferral period.

**Summary of recent accreditation actions:**

* No recent actions.

**Details:**

|  |  |
| --- | --- |
| **Program** | **Status** |
| Art National Association of Schools of Art and Design (NASAD) | NASAD granted plan approval for BFA: Studio Art (Painting/Printmaking). As a result of the department hiring a second faculty member in Digital Media, NASAD awarded plan approval status for the DM program. The new MFA in Interdisciplinary Visual Arts was awarded NASAD plan approval. The NASAD Commission took action on the department’s reaccreditation application at its October 2016 annual meeting. The Commission voted to continue the current membership status and is seeking further information before completing renewal of membership. The department retains accreditation during this deferral period. Items for response are confirmation of: hiring of Art History faculty member (in process); completion of HVAC systems in ceramics, photography, and printmaking facilities (in process); hiring of OSHA-trained technician (in process); and providing additional information on library holdings (in process). The department will provide an action report to the NASAD Commission by the September 1, 2017, deadline. |
| **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, and supplemental information (by request) was submitted in October 2016. The application was scheduled for review in January 2017, and outcome letters will be sent out by the ACS in March. |
| **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 is due June 2017. Site visit is scheduled for November 2-3, 2017. |
| **Dietetics Program**  Academy of Nutrition and Dietetics (AND);  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 2015, 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. Tentative date for ETAC-ABET accreditation visit: October 15-17, 2018. |
| Foreign Languages ACTFL (American Council on the Teaching of Foreign Languages) Recognition for Italian Education and Spanish Education | Resubmission of the Italian Education and Spanish Education programs to ACTFL in March 2016 has resulted in national recognition for both programs effective August 2016. |
| 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 certificate conducted February 18-20, 2014. Next evaluation visit: Spring 2022. |
| **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. Site visit occurred October 3-4, 2016, will all compliant findings. Official notification will be received in June 2017. |
| **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.

* Academic Assessment Process and Reporting: 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. The OOA has also partnered with the Academic Senate Program Review Committee and the Graduate Program Committee to provide reporting history and feedback on the assessment portion of program review for programs undergoing full evaluation in order to inform faculty program review evaluators.

To support alignment of assessment and program review, 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’s faculty members 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 began reporting on this new schedule in fall 2016.

Reporting participation in fall 2016 has been positive, with 120 out of 149 programs reporting as of this writing, or 81% participation to date. The Office of Assessment is working with outstanding departments to assist and submit outstanding reports. It is notable that the participation level is positive, considering last year’s regular reporting was folded into the initial program review submission. More than 20 volunteer reviewers have been trained and are in the process of reviewing assessment reports. Feedback will be provided to departments in spring 2017.

* + 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. 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 will meet yearly to discuss assessment activities. Final feedback resulting from those meetings was returned to departments in fall 2016, and results reflect a good foundation on which departments will build comprehensive assessment processes.
  + Activities to Promote a Positive Assessment Culture: A central 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 December 2016, the OOA held a three-workshop series to build skills in the area of survey construction and qualitative data analysis, attended by 26 faculty and staff. These workshops were targeted at building data analysis skills for those faculty and staff using the YSU Survey Gizmo account, funded through Distance Education and administered through the OOA. Further, Assessment is working to both build capacity in data analysis skills and leverage National Survey of Student Engagement (NSSE) data through our NSSE Data Team, a pilot project to involve faculty and staff in using areas of concern identified through the NSSE to further investigate and make recommendations for improvement. Assessment is also piloting this model in partnership with the Counseling MSE program in the Beeghly College of Education to build data analysis skills with graduate counseling students.

Faculty learning communities on the scholarship of engagement and the scholarship of teaching and learning are being co-sponsored 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 Office of Assessment began sharing results in December 2016. The data indicates a number of strength areas, including:

* Students report levels of satisfaction on par with or greater than our peer institutions.
* A high percentage of YSU students participate in enriching educational experiences (called High Impact Practices, HIP, in the NSSE), with 67% of first year students and 91% of senior students reporting participation in at least one HIP.
* Seniors self-report high gains in the areas of writing, thinking, and working with others. All of these results are higher when compared to the 2013 NSSE results.
* Seniors also report higher levels of collaborative learning and student-faculty interaction relative to our peers.

However, the data also indicate some significant challenges in learning:

* YSU first-year students report significantly lower levels of reflective and integrative learning and discussions with diverse others than students at peer institutions
* Seniors report lower use of learning strategies to support learning than their peers; this includes areas such as evaluating a point of view or information source.
* Lowest individual questions on the NSSE for first-year students are all connected to diverse experiences, with students reporting low levels both inside and outside the classroom, and with faculty, staff, and with other students.
* Students report slightly lower positive and higher negative interactions with advisors versus faculty and other students.
* Global learning, an optional question module, reflected significant challenges, with YSU students scoring significantly lower on 39 of the 40 questions relative to other students’ answers; questions include asking if YSU prepares students to live and work in an increasingly globalized era or if students take courses emphasizing understanding viewpoints of different regions.

These challenge areas warrant additional attention, given their connection to the YSU mission as well as expectations of the Higher Learning Commission with regard to academic excellence, diversity, and global citizenship. Results are being shared with multiple groups on campus throughout spring 2017 in order to use the results for further investigation and identification of action steps for improvement.