**CURRENT ACCREDITATION ACTIVITY**

**June 2015**

**Summary of recent site visits:**

* The on-site evaluation accreditation visit for YSU’s Department of Theater and Dance has been postponed by the National Association of Schools of Theater (NAST) from the 2016-2017 to the 2017-2018 academic year.

**Summary of recent accreditation actions:**

* On March 26, 2014, the HLC notified YSU that its Quality Initiative, “Focusing on Retention: Youngstown State University’s Student Success Plan,” has been approved. The Quality Initiative project focuses on student retention through the Student Success initiatives of the strategic plan.

**Details:**

| **Program** | **Status** |
| --- | --- |
| Art National Association of Schools of Art and Design (NASAD) | Self-study submitted March 2006. Site visit conducted April 2006. In Oct. 2006, NASAD granted continued accreditation for the BA in Art History, the BFA in Fine Arts in Studio Arts, and the BS in Education (Art Education) through 2015-16. NASAD approved the MA in Art Education for final listing in November 2011. Next accreditation visit scheduled for 2015-2016. Plan approval applications were submitted to NASAD for painting/printmaking and digital media studio programs. The department is in the process of responding to action reports requested on the two applications. Responses will be submitted by March 1, 2015. The department received the NASAD consultant’s report and has forwarded it to the CCAC dean. The consultant’s comments and recommendations will be used in preparation of the self-study document for the accreditation visit scheduled for spring 2016. |
| **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. A periodic, five-year program review was submitted in July 2009. Because of reorganization at the ACS, the next review will begin no earlier than Fall 2015. |
| **Counseling**  Council for Accreditation of Counseling and Related Educational Programs (CACREP)  Counseling (continued) | In Jan. 2007, CACREP granted full accreditation to the MS. Ed. in Community Counseling and the MS. Ed. in School Counseling for an 8-year period, until March 31, 2015. CACREP extended the accreditation of Student Affairs to match the accreditation date of the other counseling program options until March 31, 2015. CACREP accreditation team members conducted a site visit in Dec. 2014 and reported the Counseling Program met all 475 standards. The Counseling Program will submit its response to the report in Feb. 2015. The program will receive an official accreditation decision from the CACREP board during Spring 2015. |
| **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 are due in July 2015. 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.  The Dietetic Tech program at Lorain County Community College will be discontinued following the graduation of the current cohort due to low enrollment. Despite intense marketing and recruitment efforts, there have been no new applicants to the program. Given that only five students comprised the first cohort, it was no longer fiscally responsible to continue this program offering. |
| **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) | Self-study submitted to the Ohio Department of Public Safety Division of EMS Dec. 2010. Site visit was conducted on May 2, 2011. The EMS program was granted full accreditation for five years. Next self-study will be due to CoAEMSP by May 2015. The site visit will occur in 2016.  CoAEMSP awarded the program continuing accreditation on Nov. 17, 2006. The 2011 site team reported no citations at the exit meeting. CAAHEP awarded a full 5-year accreditation.  A request for re-accreditation was submitted to CAAHEP on September 29, 2014. It is anticipated that the self-study will be due in May 2015 and the site visit will occur in Fall 2015. The re-accreditation by the Ohio Department of Public Safety will occur concurrently with the CoAEMSP process. |
| **Engineering**  Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) | The Electrical 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. YSU has requested the initiation of a reaccreditation report evaluation for its Civil Engineering and Chemical Engineering programs. |
| **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. |
| 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. |
| 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. The next full review will take place in 2020-2021. |
| Nursing Accreditation Commission for Education in Nursing (ACEN) | Self-study for BSN, MSN, and post-Master’s certificate submitted January 2014; site visit conducted February 18-20, 2014. Next Evaluation Visit: Spring 2022. Follow-up Report: Fall 2016. |
| **Physical Therapy**  Commission on Accreditation in Physical Therapy Education (CAPTE)  Physical Therapy (continued) | 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. |
| **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. Interim report is due in fall 2011. |
| **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. |
| **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)  Theater (continued) | Self-study submitted summer 2006; site visit conducted October 5-6, 2006. In April 2007, NAST renewed accreditation, commended YSU for addressing program needs and making Theater a “free-standing” unit, and requested a follow-up report. The follow-up report was accepted, and the program is in full compliance. Next renewal and on-site visit will occur in 2016-17. A non-binding site visit in preparation for 2016-17 review is scheduled for May 2014. The self-study document is being written in 2015-16 in preparation for a Fall 2016 review. YSU was granted a one-year extension for self-study based upon campus conversations regarding Program Improvement Plans, Program Review, and potential college reorganizations. |

**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.

In Fall 2015, General Education will begin two new 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 2015-16academic year. In addition, General Education has begun investigating the use of course portfolios to periodically review courses in General Education domains. Criteria and sample portfolios are to be developed during the 2015-16 academic year.

* **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. A total of 61 (66%) of all undergraduate programs have submitted writing curriculum maps to date.

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.

* **Program Assessment Participation:** The Office of Assessment is making good progress in the assessment reporting and review cycles for 2014-15. Co-curricular departments showed a high level of engagement and quality in the 2014-15 cycle: 95% of departments (20 of 21) reported, with 95% evaluated as high quality (processes assessed as “exemplary” or “proficient”). The 2015-16 co-curricular cycle began in May 2015, and reports will be submitted in June 2015.

Due to development of the writing curriculum maps, academic programs were asked to submit an abbreviated report that focused on the essential areas of student learning data analysis and its use for learning improvements in the 2014-15 reporting year. Reports on student learning outcomes assessment processes for the 159 academic programs were due in fall 2014. On-time submissions have been excellent this year, with submission by the reporting deadline up by 66%. To date, 91% of academic programs have submitted reports. More than 45 faculty and staff, representing all colleges and four university divisions, have volunteered and reviewed academic reports for evidence of process quality. Although reviews are still in process, currently 85% have been scored as providing evidence of high quality assessment processes.

* **Activities to Promote a Positive Assessment Culture:** A critical part of meeting HLC accreditation expectations is fostering a vital campus community with faculty and staff engaged in meaningful student learning assessment activities. The Office of Assessment meets this expectation in part through programming provided to the campus community. 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.

To support an evidence-based culture of student learning and foster innovation in assessment practice, the Office of Assessment supports and celebrates assessment activities and participation in YSU’s Annual Assessment Appreciation Event and Poster Competition. Not in its fifth year, the event, held on April 29th, included displays of 20 posters outlining best practices in student learning assessment as well as results from Assessment Innovation Mini-Grants from 2013 and 2014. The event includes appreciation of the 50+ assessment review volunteers, Assessment Council members, academic and co-curricular assessment coordinators, and the 45 poster competition participants and 2015-16 Mini-Grant award winners. The event boasts strong participation by a wide cross-section of faculty and staff, including nine co-curricular departments, 17 academic departments, and six colleges.

* **Assessment’s Impact on Student Learning and Student Success:** Assessment innovation and best practice programs support significant impacts upon student learning and student success. Project represented in 2015 include:
  + - Opportunity for students to gain applied energy audit experience while contributing to YSU data center cost savings
    - Training to increase area K-12 administrator-student skills in data visualization techniques for better communication with constituents
    - Train-the-trainer support for the establishment of a peer-run sexual assault prevention educational group
    - Training to optimize clinical faculty use of nursing simulation facilities
    - Effect of resiliency training on academic student learning
    - Use of writing curriculum maps for curricular improvements in discipline-specific writing skills
    - Financial literacy training pilot to improve retention and reduce loan default rates
    - Mandatory coaching policy’s impact on retention and credit generation