**CURRENT ACCREDITATION ACTIVITY**

**December 2015**

**Summary of recent site visits:**

* The Commission on Accreditation in Physical Therapy Education (CAPTE) granted the Physical Therapy program continued accreditation with the next scheduled self-study and site visit scheduled for spring 2014.

**Summary of recent accreditation actions:**

* On November 12, a reviewer from the Higher Learning Commission (HLC) conducted a Multi-Location Visit of YSU’s academic programs offered at Lorain County Community College and Lakeland Community College. The reviewer also visited YSU’s social work program at Butler County Community College in Butler, Pennsylvania, on November 19. The purpose of the Multi-Location Visit is to confirm the continuing effective oversight by the institution of its additional locations. YSU offers programs in social work, criminal justice, Allied Health, health and human services, public health, and early childhood education at one or more of the locations.

**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. NASAD granted plan approval for BFA: Studio Art: Painting/Printmaking and deferred action on plan approval for BFA Studio Art: Digital Media. A response to the concern was sent, and the department is waiting for October’s Commission action. 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 likely occur sometime during the 2015-2016 academic year. |
| **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 are due in November 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.  The 2011 site team reported no citations at the exit meeting. A request for re-accreditation was submitted to CAAHEP on September 29, 2014. The self-study was submitted in May 2015, and the site visit will occur March 3-4, 2016. 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, 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. 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. NAACLS approved the application and preliminary report. The self-study will be due in 2016, and the site visit will likely occur in 2017 following graduation of the first class. |
| 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. 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 spring2024. |
| **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. 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) | 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 was to occur in 2016-17. 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. The self-study document is being written in preparation for a Fall 2017 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.

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 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.

* **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. 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 the spring of 2016

* **Assessment in Academic Program Review:** The Office of Assessment (OOA) has been participating in the development of academic program review guidelines in support of HLC expectations regarding regular program review for program evaluation and continuous improvement. Student learning outcomes assessment has been included as an integral component of program review. Best practice as well as YSU’s HLC Academy mentor advise inclusion of a complete assessment cycle evaluation as part of program review. During the 2015-16 academic year, all programs will complete the assessment cycle review portion of program review. The learning outcomes assessment cycle review consists of evaluating student learning in the entire program; identifying strengths and challenges; evaluating curricular improvements for impact on learning; and planning for a student learning outcomes assessment focus in the next cycle.

The inclusion of assessment in program review will foster “closing of the loop” in using and evaluating data for program improvements in student learning. It will also provide a more holistic perspective for departments and faculty considering program quality. Collecting these forms of data will also allow 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 OOA has been working with program assessment coordinators to train faculty in assessment review processes. Program review guidelines were released in September 2015, with the review documents due to begin review in February 2016. An intentional decision was made to allow assessment cycle reviews to be evaluated by the faculty- and Senate-led review committees in order to foster faculty ownership of, and integration of assessment with, program review. The Assessment Council will review the assessment portion in order to build a portfolio of process quality.

* + **Assessment in Co-Curricular Programs:** The 2015-16 reporting cycle began in July. Co-curricular reporting focused this year on facilitating alignment of student learning outcomes assessment processes with department and division goals, as well as aligning those processes with best practices. All co-curricular units were asked to develop a comprehensive set of student learning outcomes that aligned with the mission and goals of their unit. In addition, curriculum maps were developed; curriculum maps provide a holistic overview of the intersections between the learning goals of the unit and the learning opportunities provided through programs and services. Workshops and consultations assisted programs in translating unit goals into learning outcomes and developing curriculum maps. Programs will use these documents to develop a stable assessment cycle so that all learning outcomes can be evaluated and data can be used to improve the learning environment.

Submission rates for the co-curricular units were at 80%, and all submitted documents were reviewed and returned by the Director. The OOA consulted with all co-curricular units in November 2015 to develop a timeline for a more comprehensive and rigorous student learning outcomes assessment plan. The consultation was also intended to develop a flexible process to work with the wide variety of departments included under co-curricular reporting. Co-curricular departments will work with the OOA to develop an individualized timeline for the development, implementation, and reporting on student learning outcomes over the next 18 months.

* + **HLC Criteria on Assessment:** In fall 2015, the Office of Assessment worked with both academic and co-curricular faculty, staff, and leadership to educate the campus about accreditation assessment standards in preparation for the 2017-18 HLC reaccreditation visit. In meetings with programs and departments, the OOA discussed Assessment Council and Director analyses of strengths and challenges in assessment practices; identified pathways to align processes and practice; and asked all departments to self-evaluate regarding HLC expectations. Education and evaluation of alignment with HLC Criteria will be an ongoing process.

* **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.

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 this area. The Assessment Director sits on the Faculty Development Committee has been an active participant by presenting on assessment at the New Faculty Orientation, co-sponsoring workshops, and co-sponsoring several Faculty Learning Communities (one on the scholarship of teaching, and one on learning and the scholarship of engagement). The Learning Communities will present their findings at the April 2016 Assessment Appreciation and Poster Event.

In addition, the OOA promotes faculty and staff development through consultation, as with the development of a faculty expertise directory as a service of the Centofanti Center for the Health and Welfare of Vulnerable, and through sponsored workshops, as with October 2015 webinar to develop staff data visualization skills.

* **National Survey of Student Engagement:** The National Survey of Student Engagement (NSSE) will be fielded in the 2015-16 year in support of participation in the Voluntary System of Accountability, a national project to promote transparency in higher education. The NSSE collects data on student experiences in the areas of academic challenge, learning with peers, experiences with faculty, the campus environment, and high impact experiences such as research or internships. The survey results will provide information and benchmarking data regarding student engagement and success activities on the YSU campus. YSU was recently featured by NSSE in a publication and in webinars outlining best practices in data dissemination and use for program improvements.