NWCCU ACCREDITATION UPDATE: Preparing for upcoming reviews

Faculty Senate
November 24, 2020

Western Oregon
UNIVERSITY

2022: Year Six: Policies, Regulations, and Financial Review

All the elements in Standard 2 of the NWCCU 2020 Standards:
The inputs and infrastructure that support our mission

- Governance, Academic Freedom, Policies & Procedures, Institutional Integrity

- Financial Resources

- Human Resources, Student Support Resources, Library & Information Resources, Physical and Technology Infrastructure

Remote review: If issues are identified, an area expert will follow-up in our Year Seven review in 2023

TOGETHER WE
■ ACHIEVE

2023: Seven Year Evaluation of Institutional Effectiveness

Student Success, Institutional Mission and Effectiveness

- Mission

- Improving Institutional Effectiveness
  - Goals, objectives, indicators related to student success and academic excellence

MISSION FULFILLMENT MATRIX

Core Theme	Objective	Indicator	Indicator #	Targets, adapted from 2017 report		University Council Assessment Points		
				Level 1	*Level 2*	Submitted: February-April, 2018	Submitted: February-April, 2019	To be Submitted: February-April, 2020
						IPEDS 2017-18 Reports Retention Cohort: 2016 Graduation Cohort: 2011	IPEDS 2018-19 Reports Retention Cohort: 2017 Graduation Cohort: 2012	IPEDS 2019-20 Reports Retention Cohort: 2018 Graduation Cohort: 2013
Student Success	Curriculum is offered via multiple delivery platforms	Percent of courses with at least one section offered via flexible course format during the academic year (offcampus, evening, online, hybrid, weekends)	1	> previous year	25% of all courses have at least one flexible delivery option (D, H, evening, Saturday) during the year	Undefined at this time		
	Programs can be completed in a timely and efficient manner	Undergraduate annual calculation for six-year graduation rate, for first time, full-time student cohort	2	>WOU's 2016 rate (39%)	50%	43.5%	39.88%	41.0%
						Graduating Class 2016_2017 (Terms included: 201600,201601,201602,201603)	Graduating Class 2017_2018 (Terms included: 201700,201701,201702,201703)	Graduating Class 2018_2019 (Terms included: 201800,201801,201802,201803)
		Total credits at graduation for first time, full-time students (graduating class based, not fall cohort based)	3	<202.7	<195	199	200	195
		Percent of programs that can be completed in 180 credits	4	> previous year (NA)	**100%** of programs can be completed within 180 credits	84%		
						Submitted: February-April, 2018	Submitted: February-April, 2019	Submitted: February-April, 2020
						IPEDS 2017-18 Reports Retention Cohort: 2016 Graduation Cohort: 2011	IPEDS 2018-19 Reports Retention Cohort: 2017 Graduation Cohort: 2012	IPEDS 2019-20 Reports Retention Cohort: 2018 Graduation Cohort: 2013
	Student services facilitate student persistence and success	Retention for undergraduates from year one to year two for first-time, full-time student cohort	5	>WOU's 2016 rate (74.1%)	80%	72.2%	68.92%	73.9%
		Underrepresented minority (URM)						
		Six-year graduation rates	6a1	>WOU's 2016 rate (41.5%, URM; 38.9% White)	50%	44.3% (URM) and 43.1% (White)	34.4% (URM) and 40.1% (White)	40.1% (URM) and 41.2% (White)
		Achievement gap	6a2	<WOU's 2016 gap (-2.6%)	0	-1.10%	5.70%	1.1%
		Veteran						
		Six-year graduation rates	6b1	>WOU's 2016 rate	50%	52.9% (Veterans) and 43.5% (Non-Veterans)	26.3% (Veterans) and 40.1% (Non-Veterans)	
		Achievement gap	6b2	<WOU's 2016 gap (-2.6%)	0	-9.50%	13.80%	
		Pell grant recipients						
		Six-year graduation rates	6c1	>WOU's 2018 rate (first available from IPEDS)	50%	43.4% (Pell) and 43.9% (Non-Pell)	42.3% (Pell) and 38.7% (Non-Pell)	44.1% (Pell) and 39.5% (Non-Pell)
		Achievement gap	6c2	<WOU's 2018 gap (first available from IPEDs)	0	-0.50%	-3.60%	-4.60%
		Hispanic						
		Six-year graduation rates	6d1	>WOU's 2016 rate (46.4%, Hispanic; 37.7%, Non-Hispanic)	50%	53% (Hispanic) and 42% (Non-Hispanic)	42% (Hispanic) and 39.6% (Non-Hispanic)	46.8% (Hispanic) and 40.6% (Non-Hispanic)
		Achievement gap	6d2	<WOU's 2016 gap (-8.4%)	0	-9.0%	-2.40%	-6.20%
		High school grads from rural counties						
		Six-year graduation rates	6e1	>WOU's 2016 rate (41.1% rural, and 37.7% non-rural)	50%	46.0% (rural) and 42.2% (non-rural)	41.1% (rural) and 39.4% (non-rural)	42.8% (rural) and 40.1% (non-rural)
		Achievement gap	6e2	<WOU's 2016 gap (-3.4%)	0	-3.80%	-1.70%	-2.70%
		Students' perception of supportive campus environment at WOU (overall academic, social, learning support, etc)				*NSSE 2017*	*NSSE 2018*	*NSSE 2019*
		First-year students	7a	Similar to comparators (**36.7**)	Higher than comparators (**36.7**)	34.9	N/A	N/A
		Seniors	7b	Similar to comparators (**33.0**)	Higher than comparators (**33.0**)	32.9	N/A	N/A
	WOU provides positive, personalized interactions between students and faculty	Students' perceptions of frequency of student-centered interaction with faculty.						
		First-year students	8a	Similar to comparators (**20.4**)	Higher than comparators (**20.4**)	21	N/A	N/A
		Seniors	8b	Similar to comparators (**23.9**)	Higher than comparators (**23.9**)	27.3	N/A	N/A
	WOU strives to limit the financial hardship that interferes with student completion	Cost of attendance is limited by managing tuition and fees as well as increasing various forms of assistance to WOU students				*IPEDS SFA Data for 2015-16*	*IPEDS SFA Data for 2016-17*	*IPEDS SFA Data for 2017-19*
		All students, average net price & rank	9a	(=)Median for all Oregon public universities (**$15,355**)	Within **top 2 of 7** Oregon public universities	$16,486, 6 of 7	$15,898, 5 of 7	
		Middle income students, average net price & rank	9b	(=)Median for all Oregon public universities (**$16,422**)	Within top **2 of 7** Oregon public universities	$16,422, 4 of 7	$16,979 6 of 7	

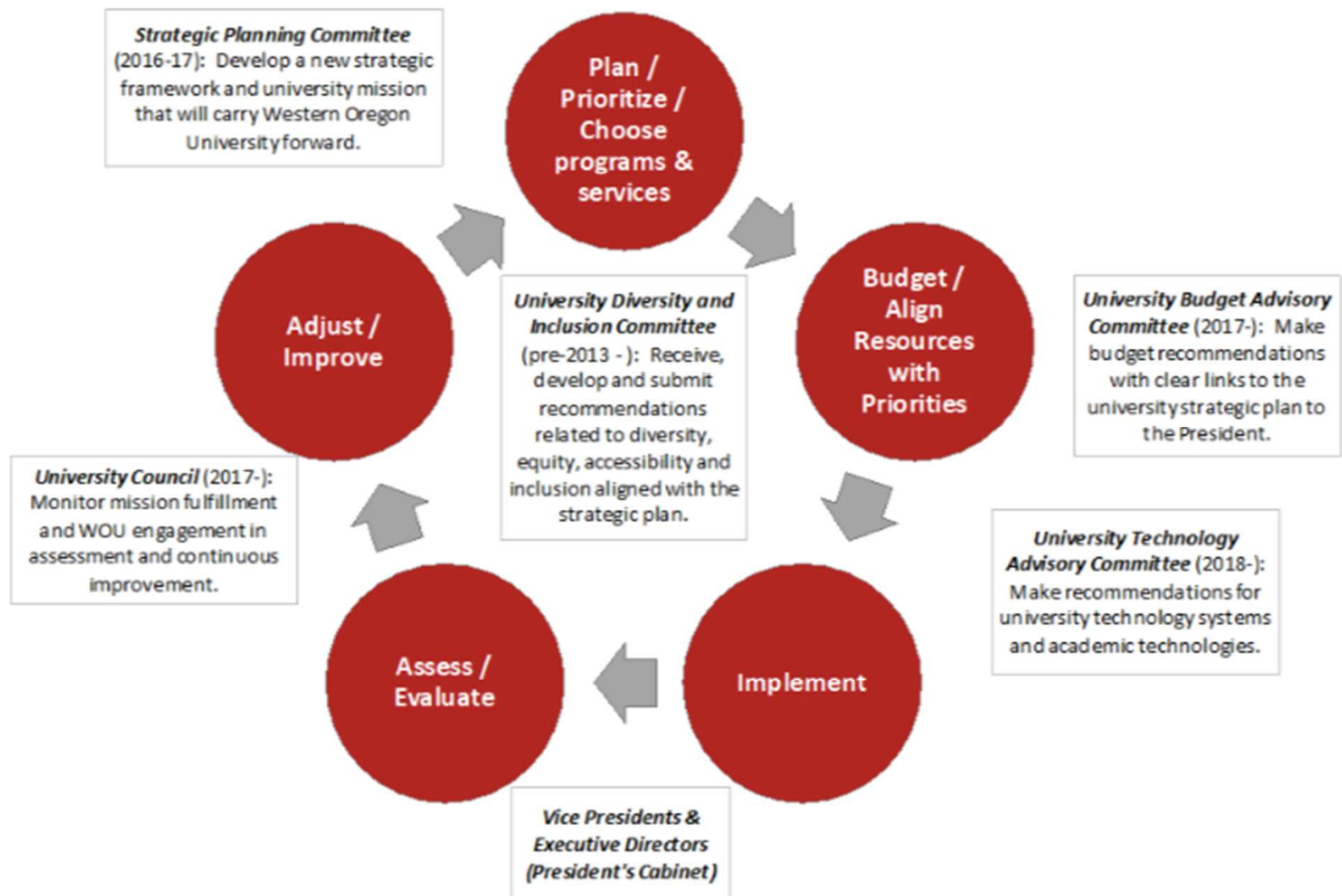|			
Exceeded Level 1 Goal by at least 2.5% ("significantly higher") OR achieved more than 97.5% of distinct and stated Level 2 goal.	Met Level 1 Goal with a tolerance of +/- 2.5% (that is, achieved between 97.5% and 102.5% of the Level 1 goal)	Did not meet Level 1 goal: That is, achieved less than 97.5% of the Level one goal.	No prior year data available.

2023: Seven Year Evaluation of Institutional Effectiveness

Student Success, Institutional Mission and Effectiveness

- Mission

- Improving Institutional Effectiveness
  - Goals, objectives, indicators related to student success and academic excellence
  - Evidence of assessment & continuous improvement as an institution-wide practice
  - Evaluation and participatory planning to allocate resources in support of student learning and achievement

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Figure 1: Governance and Continuous Improvement

Strategic Planning Committee (2016-17): Develop a new strategic framework and university mission that will carry Western Oregon University forward.

Plan / Prioritize / Choose programs & services

Adjust / Improve

University Diversity and Inclusion Committee (pre-2013 -): Receive, develop and submit recommendations related to diversity, equity, accessibility and inclusion aligned with the strategic plan.

Budget / Align Resources with Priorities

University Budget Advisory Committee (2017-): Make budget recommendations with clear links to the university strategic plan to the President.

University Council (2017-): Monitor mission fulfillment and WOU engagement in assessment and continuous improvement.

University Technology Advisory Committee (2018-): Make recommendations for university technology systems and academic technologies.

Assess / Evaluate

Implement

Vice Presidents & Executive Directors (President's Cabinet)

- **Student Learning** – Evidence of:

  - **appropriate content and rigor** for degree designations and disciplines and of identified and published programmatic and student learning outcomes demonstrating **appropriate breadth, depth, sequencing and synthesis of learning for programs.**

  - admissions and graduation requirements widely published and easily accessible.

  - an **effective system of assessment of student learning in programs** with faculty establishing curricula, assessing student learning, and improving instructional programs.

  - institutional level outcomes, core competencies, **or General Education curriculum for undergraduate programs**.

  - the **use of assessment efforts** to inform planning and practices, and to continuously improve student learning outcomes.

  - published and easily accessible **transfer of credit and credit for prior learning policies** to safeguard academic quality.

  - **distinction of graduate programs from undergraduate programs** in depth of study, creative or intellectual capacity, knowledge of field, and student engagement in research, scholarship, creative expression, and/or relevant professional practice.
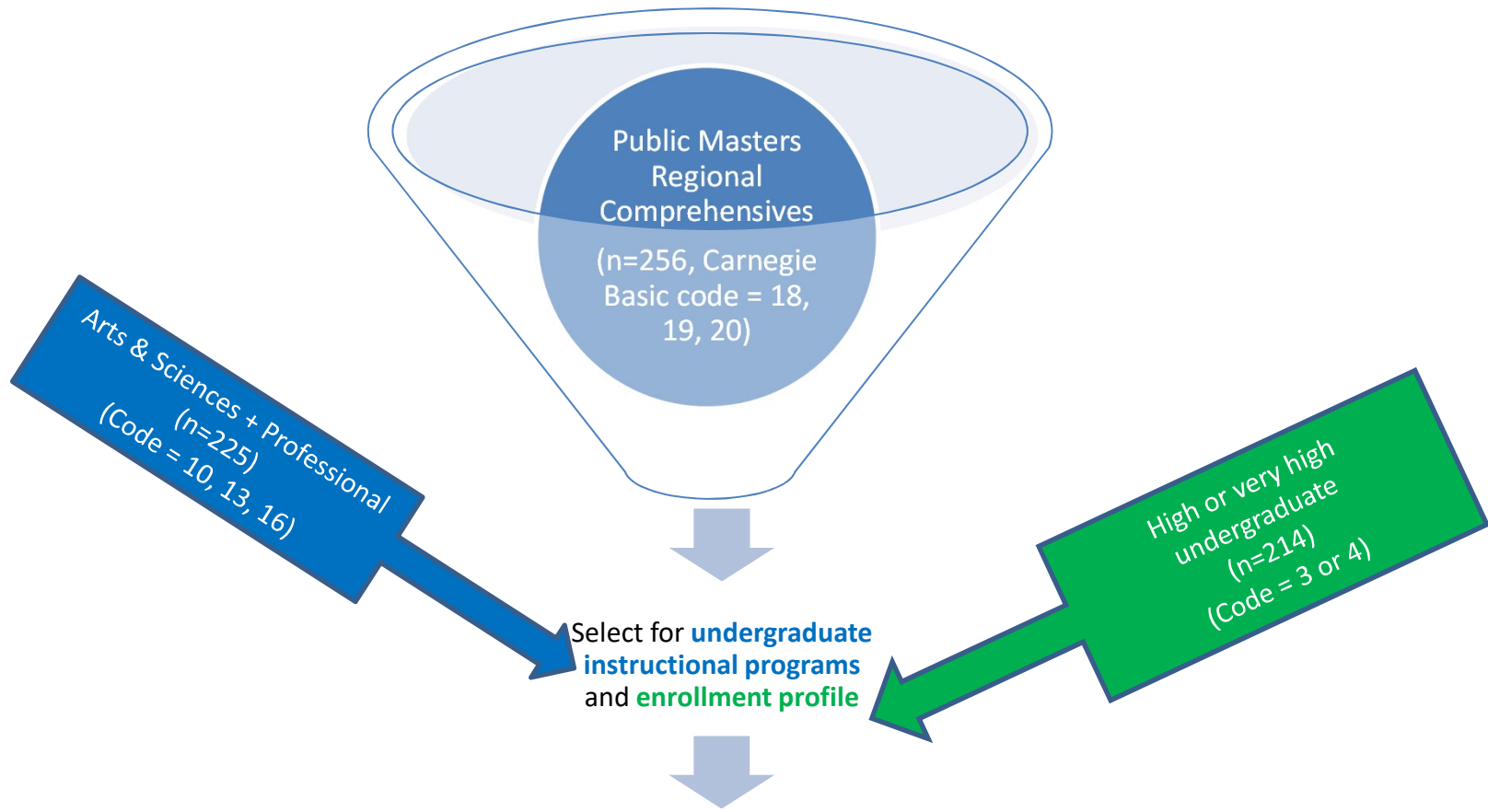
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- Student Achievement – Evidence of

  – **recruitment and admission** of students with the potential to benefit, along with **orientation** for students sharing academic requirements and policies.

  – established and widely shared **student achievement indicators** disaggregated in meaningful categories for the purpose of **promoting continuous improvement** in student achievement and **closing barriers to academic excellence and success** (equity gaps)…

  – …in **comparison** with regional and national **peer institutions.**

  – **transparent processes and methodologies for collecting and analyzing indicators of student achievement** to inform and implement strategies to mitigate perceived gaps in achievement and equity.
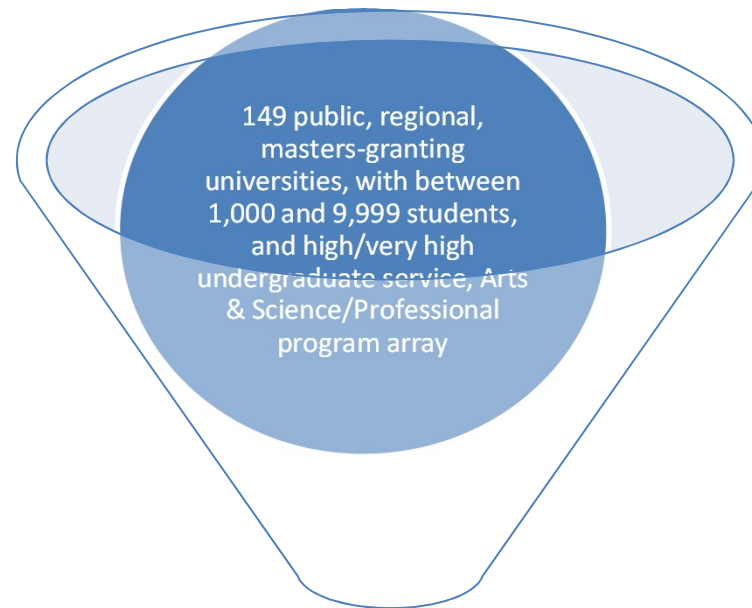
Criteria for comparators

- Public
- Masters colleges and universities
- Undergraduate array is a mix of professional and arts/sciences, with some graduate overlap
- High or very high undergraduate emphasis
- Between 1000 and 9999 students
- Undergraduate acceptance rate between 79% and 89% (WOU was 84%)
- Core revenues between $70m and $120m (WOU was $95m in 2018)
- Percent Pell Eligible (± 12 percentage points, WOU was 43% in 2018)

Public Masters Regional Comprehensives

(n=256, Carnegie Basic code = 18, 19, 20)

Arts & Sciences + Professional (n=225) (Code = 10, 13, 16)

High or very high undergraduate (n=214) (Code = 3 or 4)

Select for **undergraduate instructional programs** and **enrollment profile**

WOU is in "2" (1000-4999) but we aspire to be in "3" (5000-9999), leaving us with 149 potential peers.

149 public, regional, masters-granting universities, with between 1,000 and 9,999 students, and high/very high undergraduate service, Arts & Science/Professional program array

Acceptance rate of 79-89%

(n= 41)

($\pm$ 5 percentage points from WOU's 84% rate)

Core revenues between $70m and $120m (WOU = $95m in 2018) and Pell (± 12 percentage points, 31% - 55%): n = 17

Arizona State University-West
Arizona State University-Polytechnic
Indiana University-South Bend
Plymouth State University
University of Washington-Bothell Campus
University of Washington-Tacoma Campus
Emporia State University
University of Wisconsin-Green Bay
Longwood University
Western Oregon University
Edinboro University of Pennsylvania
Northwest Missouri State University
Westfield State University
East Stroudsburg University of Pennsylvania
Shippensburg University of Pennsylvania
Colorado Mesa University
Western Connecticut State University

Comparators when Pell range is narrowed to 37%-55%

Shippensburg University of Pennsylvania
Northwest Missouri State University
Colorado Mesa University
Emporia State University
Edinboro University of Pennsylvania
East Stroudsburg University of Pennsylvania
University of Washington-Tacoma Campus

AND

add Oregon regional peers:

Southern Oregon University
Eastern Oregon University

Add one more peer from the west (from list of 17):

Arizona State University-West

Ten Comparators Proposed

Shippensburg University of Pennsylvania
Northwest Missouri State University
Colorado Mesa University
Emporia State University
Edinboro University of Pennsylvania
East Stroudsburg University of Pennsylvania
University of Washington-Tacoma Campus
Southern Oregon University
Eastern Oregon University
Arizona State University-West

NWCCU standards:
https://www.nwccu.org/accreditation/standards-policies/standards/

NWCCU Teach-Out Policy:
https://www.nwccu.org/wp-content/uploads/2017/05/Teach-Out-Plans-and-Teach-Out-Agreements-Policy.pdf