**CURRENT ACCREDITATION ACTIVITY**

**June 2019**

**Summary of recent site visits:**

* The Long-Term Care Administration program applied for its first accreditation review from the National Association of Long Term Care Administrator Boards (NAB) in Fall 2018 and had its site visit in March 2019. The program has been recommended for accreditation. Accreditation will be officially designated at the national organization meeting in June 2019.

**Summary of recent accreditation actions:**

* On July 30, 2018, the Institutional Actions Council (IAC) of the Higher Learning Commission continued the accreditation of YSU with the next Reaffirmation of Accreditation scheduled to occur in 2027-28.
* On May 3, 2019, the HLC approved Lakeview High School as a new active additional YSU location.

**Details:**

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| **Program** | **Status** |
| Art National Association of Schools of Art and Design (NASAD) | The NASAD Commission granted renewal of membership for the following degree options: BA in Art History, BS in Art Education, BFA in Studio Art, and MA in Art Education. The next full review is scheduled for 2025-2026. The Commission voted to accept the Progress Report regarding the MFA in Interdisciplinary Visual Arts degree. An affirmation statement and audit was submitted on June 27, 2018, noting that no significant changes had been made to the majors and programs. |
| **Athletic Training**  Commission on Accreditation of Athletic Training Education (CAATE) | The Master of Athletic Training program was granted initial accreditation by CAATE on April 18, 2018. The accreditation is for five years. The next review will occur in 2023. |
| **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 Fall 2019 and will also include the new Master of Accountancy program. The AACSB Continuous Review application was submitted June 30, 2017. The AACSB site visit date has been set for September 29-October 1, 2019. |
| **Chemistry**  American Chemical Society (ACS) | The American Chemical Society (ACS) notified the YSU Chemistry Department in August 2017 that its BS Chemistry program has met the requirements for continued ACS accreditation through 2022. At that time, the department must apply for re-accreditation. |
| **Counseling**  Council for Accreditation of Counseling and Related Educational Programs (CACREP) | The Council for Accreditation of Counseling and Related Educational Programs (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 (ADA) | The self-study for continuing accreditation of the Dental Hygiene program was submitted September 2, 2017. A site visit occurred November 2-3, 2017. The program was awarded full accreditation at the 2018 ADA CODA Summer Commission meeting. |
| **Dietetics Program**  Academy of Nutrition and Dietetics (AND)  Accreditation Council for Education in Nutrition and Dietetics (ACEND) | The three dietetics programs—the Coordinated and Didactic programs in Dietetics and the Dietetic Technician program—continue in good standing with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) until 2020.  In order to comply with ACEND vision for dietetics education, the Coordinated Program in Dietetics (CPD) is being proposed as a track of the Master of Public Health offered through the CEOMPH with selected graduate-level dietetics coursework and supervised practice requirements. The program was submitted for ACEND approval in Spring 2018. Notification of pilot program approval was received June 2018. The tentative program start date is Fall 2020.  A 4+1 Didactic Program in Dietetics-Master’s in Health and Human Services track is under development for submission to university committees. |
| **Education and Licensure Programs**  The Council for the Accreditation of Educator Preparation (CAEP)  Accreditation occurs at the unit (BCOE) level. | The Council for the Accreditation of Educator Preparation (CAEP) conducted a site visit of YSU’s Beeghly College of Education on April 2-4, 2017. CAEP’s Accreditation Council met on October 23, 2017, and granted accreditation status effective Fall 2017 through Fall 2024. The next site visit will occur in Spring 2024. |
| **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 | Final findings from ETAC of the ABET visit were received on August 29, 2018. All of the AAS and BSAS Engineering Technology programs (CCET, EET, and MET) are accredited through September 30, 2024. |
| Exercise Science Committee on Accreditation for the Exercise Sciences (CoAES) / Commission on Accreditation of Allied Health Education Programs (CAAHEP) | The Committee on Accreditation for the Exercise Sciences (CoAES) granted initial accreditation of the YSU undergraduate Exercise Science program on May 18, 2018. The accreditation is for five years. |
| Foreign Languages American Council on the Teaching of Foreign Languages (ACTFL)  Recognition for Italian Education and Spanish Education | Resubmission of the Italian Education and Spanish Education programs to the American Council on the Teaching of Foreign Languages (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. |
| Long-Term Care Administration National Association of Long Term Care Administrator Boards (NAB) | The Long-Term Care Administration program applied for its first accreditation review from the National Association of Long Term Care Administrator Boards (NAB) in Fall 2018 and had its site visit in March 2019. The program has been recommended for accreditation. Accreditation will be officially designated at the national organization meeting in June 2019. |
| Medical Assisting Technology American Association of Medical Assistants (AAMAE) / Commission on Accreditation of Allied Health Education Programs (CAAHEP) | The most recent accreditation was in July 2004. A reaccreditation self-study was submitted December 27, 2012. The site visit occurred 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) | 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 in 2014. NAACLS approved the application and preliminary report. The full self-study was submitted to NAACLS in 2016. The site visit occurred April 11-12, 2017. The site visit team found no standards violations; therefore, no citations were issued. At its annual meeting, the NAACLS Board awarded YSU a full seven-year accreditation. |
| Music National Association of Schools of Music (NASM) | In 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 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. A consultant from NASM will visit YSU in Fall 2019 to help the program prepare for review in Spring 2021. |
| Nursing Accreditation Commission for Education in Nursing (ACEN)  Commission on Collegiate Nursing Education (CCNE)  Council on Accreditation of Nurse Anesthesia Educational Programs (COA) St. Elizabeth Health Center School for Nurse Anesthetists, Inc. (YSU MSN nurse anesthesia option only) | Full accreditation for BSN, MSN, and post-graduate certificate programs. Next evaluation visit: Spring 2022.  Initial accreditation was granted for BSN, MSN, and post-graduate advanced practice registered nurse certificate programs for five years after site visit in February 2017. Next evaluation visit: Spring 2022.  The program was found to be in full compliance and was granted continued accreditation effective May 2017 for a period of ten years. Next evaluation visit: Spring 2027. |
| **Physical Therapy**  Commission on Accreditation in Physical Therapy Education (CAPTE)  Physical Therapy (continued) | 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 April 29, 2015, 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)  **Public Health** (continued) | The MPH is offered by a consortium of institutions, including YSU. Initial accreditation was earned in 2003. A 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, with all compliant findings. In June 2017, the program received official notification of full accreditation. |
| **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 Polysomnography Specialty Option were submitted in 2010. The site visit for Respiratory Care and Polysomnography took place in 2011. CoARC granted both programs full continuing accreditation, with no further progress reports due. Self-study is due in October 2019. The site visit is expected to occur in Spring 2020. Due to an 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)  Social Work (continued) | 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 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 2014, Significant Program Changes reports were submitted to the Council on Social Work Education for expansion of the MSW degree program offerings at Lorain County Community College and Lakeland Community College sites. The MSW program is in the process of submitting the reaffirmation paperwork for Spring 2019. The site visit will be Fall 2019, and YSU will be notified about the results in Spring 2020. |
| **Theatre**  National Association of Schools of Theatre (NAST) | Due to cuts in the number of tenure-track faculty and ongoing staffing issues, the Department of Theatre and Dance officially resigned its NAST accreditation effective May 3, 2018, and will not seek reaccreditation until these issues have been resolved. |

**Update on Assessment of Student Learning**

YSU has made and continues to make progress in fostering meaningful and relevant assessment of student learning:

* **Academic Assessment and Faculty Development Listening Tour**: Under the direction of President Tressel and Interim Provost Mosca, a Teaching and Learning Working Group has met for the past nine months to explore how to better support teaching and learning by bringing together the efforts of several offices on campus: Assessment, Faculty Development, and Distance Education. The synergy of these resources has the potential to spur more meaningful use of student-learning assessment data as well as a dynamic and integrated response to faculty professional development needs.

In light of the work to combine these offices’ efforts and in combination with the reaffirmation of accreditation from the HLC in August 2018, it was an ideal time to pause and take stock of what has served the institution well over the last ten years and what could be improved in the areas of assessment and faculty development. The offices of Assessment and Faculty Development began meeting with academic departments across campus in a “listening tour” format to gather key stakeholder information and determine where YSU can improve policies, processes, and services as well as help identify future priorities in these areas. More than 200 faculty from 18 academic departments participated in these meetings. All faculty unable to attend a meeting will have opportunity to provide comments electronically. Feedback from these department listening sessions and the electronic survey, when aligned with strategic priorities, will inform activities beginning in the 2019-2020 academic year.

* **Academic Assessment Reporting:** YSU received final notice from the HLC regarding reaccreditation in August 2018. Regarding assessment in Criterion 4B, the HLC Peer Review team found that “YSU demonstrates an ongoing commitment to educational improvement and achievement through assessment of student learning” and evaluated YSU’s practice as MET.  With this recent positive outcome, the Office of Assessment has decided that it is an ideal time to pause and take stock of what has served the institution well over the last ten years and where assessment practices may be improved; this work is being carried out through the “listening tour” activities. Departments did not submit assessment reports in fall 2018, but they were asked to continue to collect and analyze student learning data according to their existing assessment plans. Reporting will resume in fall 2019.
  + **Activities to Promote a Positive Assessment Culture**: A central element 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.

The Continuous Improvement Appreciation and Poster Event celebrates the activities and contributions to continuous improvement in student learning at YSU. More than 60 attendees gathered in the Chestnut Room on April 24th to view 12 posters from across the university. Posters focused on reports of activities to support student learning from previous mini-grant projects, poster showcase competition entrants, and assessment partnership projects.

Also announced were the 2019-20 mini-grant awards and poster competition winners. The YSU Assessment Mini-Grant program provides a total of $10,000 to projects targeting assessment and improvement of student learning. Nine projects were funded. The poster competition includes two $500 dollar professional development awards to the best posters, one each for the academic and co-curricular divisions.

In all, the mini-grant and poster event represented the contributions of 35 faculty, staff, and students, representing five colleges, 14 academic departments, and three co-curricular departments.

* + **Assessment’s Impact on Student Learning and Student Success:** Assessment innovation and best practice programs support significant impacts on student learning and student success. The biggest initiative is the department’s Innovation in Student Learning Assessment Mini-Grant Program, which aims to seed increased capacity and professional development in student learning assessment. Mini-Grants are awarded yearly, typically split amongst 5-10 academic and co-curricular departments. A few projects selected for fiscal year 2020 include:
    - A pilot co-requisite course for physics and mathematics to improve pass rates for a wide range of majors by allowing students to learn and immediately apply math concepts to support learning of physics concepts.
    - A college-level project in the Bitonte College of Health and Human Services that seeks to develop an assessment tool to evaluate professionalism knowledge and skills for both shared and discipline-specific areas. Results may be used to improve learning and curriculum.
    - A College of Liberal Arts and Social Sciences advising project to use an intrusive advising model with students on academic warning and probation and measure impact on academic standing and persistence.
    - A psychology project that seeks to explore incidents of students experiencing stigma, determine how those incidents impact success, and develop policy recommendations to better support students.
  + **National Survey of Student Engagement and Faculty Survey of Student Engagement:** The National Survey of Student Engagement (NSSE) was fielded in spring 2018. 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. The addition of a new question module, Inclusiveness and Engagement with Cultural Diversity, will allow OOA to explore students’ exposure to inclusive teaching practices and intercultural learning, perceptions of institutional values and commitment regarding diversity, and participation in diversity-related programming and coursework.

For the first time, OOA has fielded the Faculty Survey of Student Engagement (FSSE), a survey designed to complement the NSSE. The FSSE asks instructional staff about learning and development emphasis, student interactions, and how they spend their time in and out of the classroom.

Data from the NSSE and FSSE was released in August. The OOA performed initial analysis of the data and released a summary of results and an overview webinar to the campus community in October 2018 and posted results on the OOA website. A series of workshops examining data more closely with campus stakeholders was held in spring 2019. The data and feedback from workshops will be summarized and shared with senior leadership in summer 2019.

* + **The Noel Levitz Student Satisfaction Inventory (SSI) and Adult Student Priorities Survey (ASPS)**: These two surveys were fielded to all YSU students in spring 2019 with a total response rate of 20%. In the SSI and ASPS, students are asked to provide feedback on what is most important to them as well as how satisfied they are with different aspects of campus life. This information provides valuable feedback on where YSU is best meeting students’ needs as well as where there are opportunities for YSU to improve students’ experiences. Results will be returned to the Office of Assessment in summer 2019, analyzed, and shared with the campus community.
  + **Assessment of Quantitative Literacy Pilot Project**: A group from General Education, Assessment, and the Department of Mathematics and Statistics will be conducting a pilot project in 2019-2020 to evaluate student learning in the area of quantitative literacy. The assessments will follow the AAC&U Quantitative Literacy VALUE Rubric. Members of the group will receive training on using the rubric in the summer of 2019.
  + **Assessment of Written Communication and Critical Thinking**: YSUs’ ROAD project, which evaluates artifacts of student works using AAC&U’s Written Communication and Critical Thinking VALUE Rubrics, continues its work. A report on how YSU’s students are performing relative to students in a collaborative of institutions was provided to YSU’s Academic Senate in May 2019. In summary, YSU’s students did as well if not better in some areas of critical thinking when compared to their peers; however, they did worse in grammar and syntax in written communications.