NWCCU Accreditation Standards and OSULI

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Standard 1 Mission, Core Themes and Expectations (Year 1)
The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

1.A – Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Data Needs:
- Information Literacy Program mission statement

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Data Needs:
- Assessment plan

Standard 2 Resources and Capacity (Year 3)
By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

2.B – Human Resources

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Data Needs:
- Professional development opportunities (in house and conferences)*
- Librarian educational qualifications (degrees, workshops, certificates)*
- Conferences/workshops attended, by year*
- Standards for teaching excellence

2.C – Education Resources

2.C.2. The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Data Needs:
- WR121 Learning Outcomes; Writing Program outcomes
- Undergraduate Information Literacy Competencies
- Something for graduate students? Faculty?*
- ENG 200
- ALS 199 outcomes
2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Data Needs:
- Liaison work?
- Partnerships with INTO, UEngage, WR121, Bridge Programs, WIC,

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

Data Needs:
- Partnerships with UEngage, WR121, WR200’s, WIC

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Data Needs:
- Graduate student workshops – types, objectives, # of participants
- Graduate student focus groups
- Instruction statistics

2.E – Library and Information Resources

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2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

Data Needs:
- Instruction statistics

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Data Needs:
- Instruction statistics
- Qualitative measures
- Student feedback
- Faculty feedback*

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Data Needs:
- Instruction statistics – specifically objectives and outcomes met
- Instruction space (usage statistics #students, #departments/schools served, hours)
- Learning spaces - #classroom infrastructure – computers, seats, etc., access to teaching spaces
- Reference statistics

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.
Data Needs:

- Utilization of services.
  - Reference Stats
  - Instruction stats
- Utilization of resources.
  - Summon survey
  - LibQUAL
  - Some of the WR 121 assessments (worksheets)
- Systematically evaluate quality of library instruction:
  - Assessment plan (3 classes)
  - Pre-post
  - Course evaluations
  - WR 121 assessments
  - LALC pages & tutorials? Feedback, etc. Usability?*
  - Qualitative feedback measures.

Standard 3 Planning and Implementation (Year 5)
The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution’s operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution’s ability to accomplish its core theme objectives and to fulfill its mission.

3.A– Institutional Planning
3.A.1. The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Data Needs:
• Planning documents: goals, objectives, etc.
• Transparency? Posted outcomes/ competencies. Figure out where we post stuff.*

3.A.2. The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

**Data Needs:**
- Faculty feedback (surveys, focus groups, etc.)*
- Student feedback (evaluations, surveys, focus groups, etc.)
- LibQUAL
- Projects: Learning Commons Collaborative Space

3.A.3. The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

**Data Needs:**
- Instruction statistics
- (appropriately defined = learning outcomes)
- LibQUAL+
- Reference Statistics
- Intake survey (in process)
- Some WR 121 assessments
- Course evaluation form

3.A.4. The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

**Data Needs:**
- Departmental annual planning documents & prioritizations*
Standard 4 Effectiveness and Improvement (Year 5)
The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4.A – Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

Data Needs:
- Instruction statistics (specifically outcomes)
- Student feedback
- Faculty feedback*
- Assessment cycle

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Data Needs:
- Annual assessment of student feedback
- LibQUAL+
- Instruction statistics
- Reference statistics
- Analysis of faculty feedback (surveys; focus groups)*
- Peer assessment of teaching for program improvement*
4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Data Needs:

- Credit courses
  - Student feedback
  - Assignments/ quizzes/ pre- post- tests
  - Faculty feedback*
- WR 121 (and other if we get them) places where we have identified IL course outcomes
  - Pre- post- tests
  - Class feedback forms
  - GTA feedback
  - Assignment analysis
  - ILP quizzes
- Our program
  - Student feedback (feedback forms)
  - Faculty feedback*
  - Instruction statistics (learning outcomes piece) – aggregate
  - Data gathered by individual librarians to assess their sessions. End-of-term feedback; pre- and post-; assignments, etc.*
  - Big tutorial? Quiz results*

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
Data Needs:
- Instruction statistics
- Student Feedback
- Pre-post
- Course evaluations
- WR 121 assessments
- LALC pages & tutorials. Big tutorial.
- Faculty feedback*
- Reference statistics

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Data Needs:
- Classroom use
- Instruction statistics – coverage. Learning outcomes piece (are they scaffolding)
- Student Feedback: end of term feedback* spot check asking are you getting the same info over and over (by college or department)*
- WR 121 assessments
- LALC pages & tutorials
- Intake survey

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Data Needs:
- Assessment plan
  - Every form of data that we gather
4.B – Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Data Needs:
- Map our documents: mission; learning outcomes; goals to: OSUL and OSU documents. Learning outcomes map to relevant departmental/course/program outcomes.
- {prove that we did stuff with our data}. Annual goals (departmental). TED Department Head’s quarterly reports.
- Annual reports. Library Instruction space on the OSUL website.*

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Data Needs:
- Track curricular changes over the length of the accreditation cycle.* (for example – progress of the WR 121 pilot)
- FOI report/ regular reviews.*
Standard 5 Mission Fulfillment, Adaptation, and Sustainability (Year 7)
Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

5.A – Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Data Needs:

- Annual reports (note: talk to Cheryl about format of AR, especially to build in self-reflection. OSUL reflective writings: annual retreat)*
- Statements of mission (goals, learning outcomes, mission, etc.)

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Data Needs:

- Annual reports:
  - LAMP
  - University Assessment Coordinator
  - ?

5.B – Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.
Data Needs:
- Learning spaces evaluation/assessment
- Personnel/people – do we have the skills we need.
- CAI evaluation (outcomes and capacity/maintenance)

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Data Needs:
- Annual review of the Assessment plan

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Data Needs:
- Annual reports
- Annual goal setting
- Faculty professional development/faculty professional activity. Librarian quarterly reports. (mechanism for capture)*