



**Regional Accreditation of Oakland University  
April 6-8, 2009**



Oakland University is accredited by:

**The Higher Learning Commission of the  
North Central Association of Colleges and Schools**

- NCA accredits approximately 1100 institution
- Comprehensive review cycle of 10 years
- Next visit scheduled for April 6-8, 2009



## History of OU's NCA Accreditation

- Achieved accreditation in 1966 for undergraduate programs
- Masters and preliminary doctoral in 1971
- Full accreditation at doctoral in 1979 with focused visit on doctoral in 1983
- Mature status achieved 1983
- Continued accreditation in 1989  
Focused visit on Library
- Continued accreditation in 1999  
Focused visit on international (Vienna Program in SECS)  
Focused visit on general education and assessment



## Significant Changes Since 1999

- Growth
- Strategic Planning
- Financial Foundation
- Record Campus Construction & Renovations
- Advancing Distinctive Undergraduate Education
  - Renewed General Education
  - Culture of Assessment
  - First Year Initiative
- Technology in Teaching and Learning
- Research
- Community & Business Partnerships



## Goals of 2009 Self-Study

- Reaffirm Oakland University's Mission
- Demonstrate that OU has addressed the 1999 recommendations
- Demonstrate that OU has met/surpassed NCA criteria for reaccreditation
- Provide information that can contribute to strategic planning
- Identify challenges and opportunities for addressing them



## Recommendations of the 1999 Accreditation Visit

### 1. Create a land use and facilities master plan

Sailing into the Future: Oakland University Physical Master Plan  
Approved by Board of Trustees March 2001

### 2. Provide resources to match planned growth as a “graduate intensive” institution

OU has provided resources:

- To increase graduate programs and enrollment
  - 55.6% increase in master’s degrees [Fall 1999: 32 masters; Fall 2008: 50 masters]
  - 100% increase in doctoral degrees [Fall 1999: 8 doctorates; Fall 2008: 16 doctorates]
  - 43% increase in graduate certificates [Fall 1999: 23 certificates; Fall 2008: 33 certificates]
- To increase enrollment
  - In 1999 OU had 3072 graduate students; in 2008 OU had 3772 graduate students
  - New Graduate Admissions and Graduate Marketing and Recruitment facility in North Foundation Hall



### **3. Increase communication between faculty and administration**

- Board members invited to college and school events
- OU News highlighting faculty accomplishments sent to Board
- President updates faculty by broadcast E-mails and live University Updates
- President hosts faculty recognition luncheon and Colloquium series
- Provost meets with academic department chairs and program directors
- Provost holds meeting with academic deans monthly

### **4. Strengthen coordination of international programs**

- There was a positive outcome to the focused visit on Vienna
- In 1999 task force formed on international education to strengthen support
- New International Students and Scholars Office to assist international students coming to OU
- New Office of International Education to assist students studying abroad
- In 2007-2008 OU had 405 international students from 53 countries  
And 260 students studying abroad in over 26 countries



## **5. Seek more diversity in faculty, staff, administration, and students**

- Between 1999 and 2008 the Board of Trustees approved over \$2 million for the OU Academic Success Fund for diverse students
- The Center for Multicultural Initiatives was established
- Office of Disability Support Services renewed strengthened its mission
- OU has had moderate success in increasing diversity of student body  
In 1999, 85.5% of student body was Caucasian; by 2008 declined to 82.8%
- The percentage of African American students rose from 6.5% to 8.4% and the overall percentage of Minority students increased from 13.6% to 14.8%
- In 1999 the percent of minority staff was 19.7% and in 2008 it was 21%
- Overall percent of minority faculty has remained approximately 21%





## **6. Articulate the goals of general education in ways that allow assessment of student learning outcomes**

- OU undertook a four year process to renew its general education program and identify learning outcomes
- FTIACs began the new program in 2005 with transfer students starting the new GE in 2008
- The focused visit on general education and assessment in 2005 was positive



## **7. Improve the process of assessment so that there is even implementation across campus**

- The Assessment Committee moved from “policing” assessment to “encouraging and supporting a culture of assessment,” that is, articulating its benefits
- There are submitted and improved assessment plans for almost all departments
- The 2005 focused visit on assessment was positive
- There is an assessment web site
- There is a \$5000 assessment award for outstanding assessment in a department



## **8. Make promotional literature less misleading regarding adjunct faculty**

- References to the percent of full-time faculty teaching courses has been taken out of major university publications
- The only reference made now is to less than 1% of graduate students teaching OU courses
- \* In 1998 the proportion of credits taught by full-time faculty was 57%, in 2008 it was 60%



## Five Evidence-Based Criteria for Reaccreditation

- **Mission and Integrity:** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students
  - Mission documents clear and public
  - Diversity of its learners and other constituencies recognized
  - Faculty, staff, students understand and support the mission
  - Governance and administrative structures promote leadership/collaboration
  - Operate with integrity



**Preparing for the Future:** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities

- Institution prepares for a future shaped by multiple societal and economic trends
- Resource bases supports current and future programs
- Ongoing evaluation and assessment processes provide reliable evidence
- All levels of planning align with the mission



- **Student Learning and Effective Teaching:** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission
  - Goals for student learning outcomes clearly stated and assessable for each Program
  - Institution values and supports effective teaching
  - Institution creates effective learning environments
  - Learning resources support student learning and effective teaching



- **Acquisition, Discovery, and Application of Knowledge:** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility
  - Institution demonstrates through its actions that it values a life of learning
  - Institution demonstrates that breadth of knowledge and intellectual inquiry are integral to its programs
  - Assesses the usefulness of curricula to students who live/work in global, diverse, technological society
  - Supports responsible acquisition, discovery, and application of knowledge



- **Criterion Five Engagement and Service:** Organization identifies its constituencies and serves them in ways both value.
  - Institution learns from constituencies and analyzes its capacity to serve them
  - Engages its identified constituencies
  - Is responsive to those who depend on institution for service
  - Internal and external constituencies value the services provided





## **Self-Study Process Involved:**

- Two year review of the university
- Coordinator, Associate Coordinator, and Assistant Coordinator
- Steering Committee of 27 faculty and staff
- Core group of 8
- A number of subcommittees



## Summary of Oakland University's Challenges/Opportunities

1. To maintain and increase student access and enrollment in a time of demographic and economic downturn

Measures OU taking to address this challenge:

- Expansion of online programs [Request for Change]
- Expanded Macomb services
- Student transfer center [Under consideration]
- Affordability measures [In place: scholarships, tuition differentials, payment plans, etc.]



2. To increase student engagement, success, and retention  
Measures OU is taking to address this challenge:

- Focus on Distinctive Undergraduate Education
  - First year initiative [In process]
  - Renewal of General Education
  - Reform of Assessment
- Affordability measures: scholarships, tuition differentials, payment plans



### **3. To enhance academic standing and quality**

Measures OU is taking to address this challenge:

- Creation of medical school [Request for Change in Spring]
- Reinvigorating graduate programs
- Maintaining a distinctive undergraduate program
- Capital Campaign



**4. To maintain and improve the quality of research in a time of economic downturn**

Measures OU is taking to address this challenge:

Building partnerships for research and education

Scholarships, awards and opportunities for student research

Increased focus on research support through dedicated research office

**5. To provide a diverse learning environment**

Measures OU is taking to address this challenge:

Continue to seek diversity in the student body and especially in new faculty hires



**Questions?**