**NWCCU YEAR THREE ACCREDITATION REPORT**

Southern Oregon University has revised the indicators of achievement that were included in the Year One Report, Standard 1.B Core Themes so that they better relate to more effective means of measuring our objectives. These revised indicators better leverage relevant data associated with the identified themes and objectives.  A table is included below identifying the core themes and their objectives with the original indicators, as submitted in the Year One Report, in the second column and the third column showing how these indicators have been revised.

**Chapter One - Mission, Core Themes, and Expectations**

**Mission Statement**

*Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.*

*Southern Oregon University is committed to*

* *A challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement;*
* *Academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and*
* *Outstanding programs that draw on and enrich our unique arts community and bioregion.*

**Core themes**

Theme 1: Student Success

SOU students will be prepared for personally rewarding vocations and satisfying personal lives by developing “intellectual and practical skills.”

Expectations—Students will be able to:

1.      Communicate effectively using Standard American English in written and oral communication.

2.      Collaborate with others to achieve a common goal.

3.      Use Critical and Creative thinking to solve abstract and applied problems.

4.      Access and use information resources effectively and ethically (Information Literacy).

Theme 2: Intellectual Growth

Students and faculty will extend and refine broad-based general knowledge, and specialized knowledge in one or more specific discipline(s).

Expectations—Students will be able to:

1.      Extend knowledge of Human Cultures and the Physical and Natural World through the study of the Arts and Humanities, Social Sciences, and Sciences.

2.      Integrate and apply advanced knowledge and skills in one (or more) specialized area(s) of study.

Theme 3: Responsible Citizenship

Through academic and student affairs, students will be prepared for personal and social responsibility—local and global.

Expectations—Students will be able to:

1.      Apply knowledge, skills, and ethical inquiry to practical problems locally and globally.

Understand and respond responsibly to world views and cultural practices different from one’s own.

**Updates to Standard 1.B *Core Themes***

Theme 1 – Student Success

**SOU students will be prepared for personally rewarding vocations and satisfying personal lives by developing “intellectual and practical skills.”**

*Objectives and Indicators of Theme One*

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| **Students will be prepared to:** | **Original Indicator** | **Revised Indicator** |
| Communicate effectively using Standard American English in written and oral communication. | DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (written).  DIRECT: A random sampling of first year, full-time student writing diagnostic assessments compared to a random sampling of capstone writing samples will indicate 70% of students meet or exceed senior level writing proficiencies as defined by an institutional writing rubric.  INDIRECT: Students will self-report the number of opportunities to practice writing on NSSE, (NSSE Benchmark: *Level of Academic Challenge [LAC])* and results will be consistent with, or exceed 2009 findings.  DIRECT: A random sampling of first year, full time students’ proficiency in formal oral communication will be compared to a random sampling of graduating students’ exiting proficiencies. 70% of students will meet or exceed senior level oral communication proficiencies as defined by institutional rubrics. | DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (written).  DIRECT: Random sampling of exiting seniors’ writing samples will indicate 70% of students meet or exceed senior level writing proficiencies as defined by an institutional writing rubric.    INDIRECT: Students will self-report the number of opportunities to practice writing on NSSE, (NSSE Benchmark: *Level of Academic Challenge [LAC])* and results will be consistent with, or exceed 2009 findings.  DIRECT:  70% of students will meet or exceed senior level oral communication proficiencies as defined by institutional rubrics as demonstrated within the senior capstone project.  DIRECT: As part of each program review, programs will define, design and identify their embedded assessments to determine the degree of students’ success of communicating effectively. Departments establish their criteria, gather the data, and prescribe actions necessary when criteria are not met. |
| Collaborate with others to achieve a common goal. | DIRECT: The continuous development of collaborative skills will be assessed in the first year seminar and at the exit point using an institutional rubric. Students will self-assess progress and record progress in e-portfolios.  INDIRECT: Students will self-report the number of opportunities to collaborate on NSSE, (NSSE Benchmark: *Active and Collaborative Learning* [ACL]) and results will be consistent with, or exceed 2009 findings. | DIRECT: The continuous development of collaborative skills will be assessed in the first year seminar and at the exit point using a performance task and institutional rubric adopted by the AAC&U.    INDIRECT: Students will self-report the number of opportunities to collaborate on NSSE, (NSSE Benchmark: *Active and Collaborative Learning* [ACL]) and results will be consistent with, or exceed 2009 findings. |
| Use Critical and Creative thinking to solve abstract and applied problems. | DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (critical thinking).    DIRECT: A random sampling of first year, full-time student writing diagnostic assessments will be compared to a random sampling of exit writing samples (capstones). 70% of graduating students meet or exceed senior level logical thinking proficiencies as defined by an institutional deductive reasoning rubric.  DIRECT: As part of each program review, programs will define, design and embed assessment to determine the degree of students’ continued growth of critical and creative thinking. Departments will report with 70% of the students meeting or exceeding the target proficiency levels.  INDIRECT: Students will self-report the number of opportunities to practice writing on NSSE, (NSSE Benchmark: *Level of Academic Challenge [LAC])* and results will be consistent with, or exceed 2009 findings. | DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (critical thinking).  DIRECT: 70% of graduating students meet or exceed senior level critical thinking proficiencies as defined by an institutional rubric derived from the AAC&U critical thinking rubric.  DIRECT: As part of each program review, programs will define, design and embed assessment to determine the degree of students’ success of critical thinking. Departments establish their criteria, gather the data, and prescribe actions necessary when criteria are not met.    INDIRECT: Students will self-report the number of opportunities to practice writing on NSSE, (NSSE Benchmark: *Level of Academic Challenge [LAC])* and results will be consistent with, or exceed 2009 findings. |
| Access and use information resources effectively and ethically (Information Literacy). | DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (information literacy).  DIRECT: First time, full-time students’ performance on an institutional assessment of information literacy skills will be compared to exit survey results of graduating seniors to determine value-added growth of students in information literacy. 70% of graduating students will meet or exceed the institutional benchmark for information literacy. | DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (information literacy).  DIRECT:  First time, full-time freshmen students’ performance on an institutional assessment of information literacy will demonstrate a value added gain of 10% or more as measured on a pre and post assessment. |

**Theme 2: Intellectual Growth**

**Students and faculty will extend and refine broad-based general knowledge, and specialized knowledge in one or more specific discipline(s).**

*Objectives and Indicators of Theme Two*

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| **Students and Faculty will:** | **Original Indicator** | **Revised Indicator** |
| Extend knowledge of Human Cultures and the Physical and Natural World through the study of the Arts and Humanities, Social Sciences and Sciences.  Note: This objective was restated as….  **Understand and apply knowledge within the Arts, Humanities, Social Sciences, and Sciences as part of a University Studies curriculum.** | DIRECT: Through the use of authentic tasks and aligned rubrics students will complete embedded assessments at entrance, midpoint and exit to demonstrate the continued growth of broad general knowledge in the arts and humanities, social sciences and sciences.  DIRECT: Faculty will make direct contributions to the local regional, national and international societies through scholarly activity (number and quality of contributions will be reported annually in the Faculty Professional Activity Report). | DIRECT: Through the use of embedded assessments students will demonstrate a continued growth of broad general knowledge.    DIRECT: University Seminar faculty will maintaining currency in the discipline taught including service to the departmental and institutional administrative, committee, and student support and retention activities and these contributions will be reported annually in the Faculty Professional Activity Report. |
| Integrate and apply advanced knowledge and skills in one (or more) specialized area(s) of study. | DIRECT: Assessment of students’ gained knowledge in a specific (major) discipline will be formally assessed and evaluated by each program. Statistics on students’ gained knowledge will be reported to the institution on a regular schedule. Program level outcome assessments may include content exams, capstone analyses, final projects, portfolios, etc. Departments will demonstrate (through their academic program review) a consistent pattern of academic growth in program outcomes at 70% or better. | DIRECT: Assessment of students’ knowledge in a specific (major) discipline will be assessed and evaluated by each program. Statistics on students’ knowledge will be reported to the institution on a regular schedule. Program level outcome assessments may include content exams, capstone analyses, final projects, portfolios, etc.  Departments will demonstrate (through their academic program review) a consistent pattern of students’ academic growth in program outcomes at 70% or better.  DIRECT: Major program faculty will make direct contributions to the local regional, national and international societies through scholarly activity (contributions will be reported annually in the Faculty Professional Activity Report). |

**Theme 3: Responsible Citizenship**

**Through academic and student affairs, students will be prepared for personal and social responsibility- local and global.**

*Objectives and Indicators of Theme Three*

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| **Students will be prepared to:** | **Original Indicator** | **Revised Indicator** |
| Apply knowledge, skills and ethical inquiry to practical problems locally and globally. | DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education.  DIRECT: Prior to graduation (exit) students will perform a problem solving task that requires them to solve a local problem then create an analogy or metaphor for a similar solution on a global level.  INDIRECT: Students will self-report on the NSSE the number of opportunities to engage in Enriching Educational Experiences (NSSE Benchmark: *Enriching Educational Experiences*) and in the number of community-based learning opportunities experienced while enrolled at SOU (NSSE Benchmark: ACL). Results will be consistent with, or exceed 2009 findings.  DESCRIPTIVE: Report total number of courses requiring Community-Based Learning; report total number of student credit hours earned annually in CBL courses. | DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education.  DIRECT: Students in House cohorts and the Honors College will demonstrate the ability to solve a local problem and extend that solution to a global level.  INDIRECT: Students will self-report on the NSSE the number of opportunities to engage in Enriching Educational Experiences (NSSE Benchmark: *Enriching Educational Experiences*) and in the number of community-based learning opportunities experienced while enrolled at SOU (NSSE Benchmark: ACL). Results will be consistent with, or exceed 2009 findings.    DESCRIPTIVE: Report total number of courses requiring Community-Based Learning; report total number of student credit hours earned annually in CBL courses. |
| Understand and respond responsibly to worldviews and cultural practices different from one's own. | DIRECT: First year students will take the standardized and valid Emotional Quotient Inventory to determine entry levels in five composite scales and subscales: intrapersonal skills (self-awareness and self-expression); interpersonal skills (social awareness and interpersonal relationships); Stress Management (emotional management and regulation); Adaptability (change management); and General Mood (self-motivation). This set of students will take the Emotional Quotient Inventory again at graduation to determine the degree of value-added impact on the development of dispositions necessary for effective democratic and global citizenry.  INDIRECT: Students will self-report on the NSSE the number of opportunities to engage in Enriching Educational Experiences (NSSE Benchmark: *Enriching Educational Experiences* [EEE]). Results will be consistent with, or exceed 2009 findings.  INDIRECT: The Collegiate Learning Assessment (CLA) allows institutions to ask nine institutional-specific questions. SOU will add a question to the CLA in 2011 to determine students’ perceptions of their understandings of, and ability to respond responsibly to, worldviews and cultural practices different from their own. | DIRECT: 90% of all academic programs will identify within their program course offerings an emphasis on responsible worldviews and cultural practices as reported within the assessment management system (TracDat).    INDIRECT: Students will self-report on the NSSE the number of opportunities to engage in Enriching Educational Experiences (NSSE Benchmark: *Enriching Educational Experiences* [EEE]). Results will be consistent with, or exceed 2009 findings.    INDIRECT: The Collegiate Learning Assessment (CLA) allows institutions to ask nine institutional-specific questions. SOU has a question in the CLA to determine students’ perceptions of their personal development of ethical and moral standards as it relates to the ability to respond responsibly to, worldviews and cultural practices different from their own. |