Introduction

Portland State is in Year Seven of its seven year accreditation cycle, and work is being done to complete our *Evaluation of Institutional Effectiveness Self Study* for submission to the NWCCU by the September 15, 2022 deadline. Dr. Jeff Robinson (Professor and chair of Communication) has been named as a Provost's Fellow to work on this project with our Accreditation Liaison Officer Brian Sandlin. Work is progressing on schedule and we expect to meet our deadline.

While this outline gives you an general overview of the final report, it is our goal to have a nearly complete report to present to the ASAC at their June 2022 meeting. The time period between June and September will be spent incorporating any feedback from the ASAC and working with UCOMM to polish the report into its final iteration.

We will begin by attaching (but not textually reviewing) the history of our NWCCUs reports up to current, which date back to our 2015, Seven-Year report (see Report History, below). **Importantly, see the end of this document for 'previous items cited by NWCCU.'**

> **Report History**
>
> 1. [2015- Year Seven Report](#)
>   a. [2016- NWCCU response to Year Seven Report](#) (recommendations)
> 2. [2016- Ad Hoc report for Rec. 1](#) (letter is dated incorrectly as 2015)
> 3. [2016- Year One Report](#)
> 4. [2017- Ad Hoc for Rec. 2](#)
> 5. [2018- Year Three Mid Cycle Report](#) (w/addendum on Rec. 2)
>   a. [2019- NWCCU Response to Year Three Mid Cycle Report](#) (includes "out of compliance" ruling)
> 6. [2019- Ad Hoc for Rec. 2](#)
>   a. [2020- NWCCU response to 2019 Ad Hoc on Rec. 2](#)
> 7. [2021- Year 6 Report](#)
>   a. [2022- NWCCU response to Year Six Report](#)
> 8. [2021- Ad hoc on Recommendation 2](#)
>   a. [2022- NWCCU response to Ad Hoc Report](#)
> 9. 2022- Year Seven Report

Standards

The format of the 2022, Seven-Year report requires us to write to each of the areas listed under Standard 1, which are included below. So as to make this preliminary document manageable for you and ASAC, we have bullet-pointed how we intend to address each standard. If you or ASAC wish us to modify or supplement, please let us know.

> 1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

- "Our Mission" statement, "Our Values" statement, and "Our Position" statements as listed on the [PSU Mission Statement webpage](#) will be used to meet this standard.
- Engaged in a 'strategic refresh' in context of original plan post-pandemic

---

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

-and-

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

We will combine these two standards by using many of the metrics included in the [University Metrics](#) or tracked by other offices on campus. The University Metrics include goals that we hope to achieve in 1, 2, 3, 5, and 10 year increments.

Mission Fulfillment Indicators

- Student Success-. All data for Student Success metrics as well as those of comparator schools are included on the [Students First dashboard.](#)
    - One-Year Retention Rate
        - First-Time Students who are Enrolled Full Time
        - Transfer Students who are Enrolled Full Time
    - Six-Year Graduation Rate
        - First-Time Students who are Enrolled Full Time
        - Transfer Students who are Enrolled Full Time
    - Credit Completion Threshold (Note: This metric is defined as the percentage of students who complete at least two-thirds of the credits they attempt during their first year (fall, winter, spring) at Portland State.)
        - First-Time Students who are Enrolled Full Time
        - Transfer Students who are Enrolled Full Time
    - Degree Completion
        - Degrees Awarded
            - Baccalaureate
            - Masters
            - Doctoral
    - Average Time to Degree
        - First-Time Students who are Enrolled Full Time
        - Transfer Students who are Enrolled Full Time
- Diversity and Equity
    - We will use the Equity Scorecard for this area. The scorecard uses an equation to determine the Equity Index (EI) for each focus area. An EI equal to or greater than 1.0 indicates the subgroup is experiencing equity. An EI lower than 1.0 indicates that the subgroup is experiencing inequity. More information on the equation and definitions can be found on the [Global Diversity and Inclusion website](#) and in the [Time to Act Equity Scorecard publication](#).

- ○ Integrated 'time to act' initiatives
- ○ There are 14 categories being tracked via the scorecard. The goal is to move all EI scores closer to 1.0.
  - ■ Employee Representation
  - ■ Employee Recruitment Yield
  - ■ Sense of Belonging
  - ■ Perceived Orientation
  - ■ Developmental Orientation
  - ■ Range of Developmental Orientations
  - ■ Student Equity in Persistence and Graduation
  - ■ Student Enrollment Equity
  - ■ Equity in Student Access
  - ■ Student Equity in D, F, and W Grades in Critical Courses
  - ■ Student Grade Distribution Equity
  - ■ Uptake of High-Impact Educational Practices
  - ■ Representation in Honors
  - ■ Academic Standing
- ● Financial Stability
  - ○ All funds revenue stream
  - ○ Presidential statements re. moving toward sustainability
  - ○ Debt burden ratio- PSU in comparison with NACUBO standards
  - ○ Primary reserve ratio- PSU in comparison with NACUBO standards
  - ○ Viability ratio- PSU in comparison with NACUBO standards
  - ○ Gifts, Grants, and Contracts revenue streams
- ● Community Engagement
  - ○ Community Impact Unit (w/in univ. relations; diff. sectors)
  - ○ President's council community engagement and impact
  - ○ Carnegie self-study (fletcher) community engagement
  - ○ Advance strategic partnerships
    - ■ Number of students participating in internships/practica
    - ■ Number of students participating in capstones
    - ■ Sponsored public service expenditures
    - ■ Credit for prior learning
  - ○ Expand Community based learning opportunities
    - ■ Unduplicated number of community-based learning opportunities
    - ■ Enrollment in community-based learning courses

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

PSU believes in shared governance and solicits input from faculty, staff, students, and the community. Some examples of this are below.

- ● Academic Program Reduction and Curricular Adjustments committee
- ● Budget Town Halls, Budget Models, Budget Planning
- ● Tuition Review Advisory Committee which includes students

- The [Campus Planning Office](#) is a department within Finance and Administration (FADM) that often partners and collaborates with other PSU departments to support campus planning activities
- [Low Cost/No Cost Textbook Center](#) was created in response to students indicating that textbook cost could be a significant barrier to graduation.
- All [curricular and program proposals](#) go through a thorough review process that includes participation by all levels of university leadership; department, college of school, university curriculum committees, faculty senate, and the Office of Academic Affairs.
- [Students First and the Pillars of Student Success](#) have broad representation from all levels of campus constituents.
- Faculty advisory committee to president / monthly basis
- President regularly meets with leadership of collective bargaining
- Labor management team discussions between unions and admin
- President meets with president of ASPSU
- Campus regularly communicates with HECC on a variety of issues. higher ed. in state of Oregon
- PSU regularly participates with Oregon council of presidents (7 in state); consultation between finance and admin., academic affairs, legal council, research admin., DEI reps.

> 1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

- Oregon State Revenue: Funding levels from the state have an impact on services at PSU. Any changes to the state funding need to be identified and analyzed to determine any new challenges or opportunities for PSU. [PSU"s Government Relations](#) staff are housed in the Office of the President.
- Oregon Demographics: Changes to regional demographics can impact PSU's ability to recruit and enroll students.The Enrollment Management Office looks at demographics and informs our 10-year [Strategic Enrollment Plan.](#)
- Program Review/Reduction: PSU's [Academic Program Reductions and Curricular Adjustments Committee](#) (APRCA) is charged with recommending principles and priorities based on PSU's values and mission, with an emphasis on applying a diversity, equity, and inclusion lens. The committee of faculty and administrative consultants focuses holistically on PSU's collective future. The committee ensures faculty participation in meaningful, inclusive, and formative discussions of curricular adjustments related to budget reduction.
- Burning Glass: Is a software that does market analysis for academic degrees by searching thousands of online job postings and determining the degrees that are sought after by the hiring party. Data can be parsed by location to look at demand in different areas of the country. This can help PSU find areas of opportunity for new degree programs or identify areas where few opportunities are available.
- EAB program: The EAB Student Success Collaborative (SSC) combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates. At the core of SSC is a proprietary predictive model that

identifies at-risk students as well as an analytics engine that isolates systemic barriers to degree completion.

- Internal audit functions
- Futures work/collaborative
- Presidential/Provostial fellows to advance work on special projects or initiatives

---

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

- Appropriate content and rigor will be addressed by describing the multi-level approval process for new programs and degrees. This process, as described on the OAA Curriculum Management page includes review and approval by the program, the college, a university level curriculum committee, the faculty senate, the ASAC of the BOT, and by HECC at the state level.
- All degree and certificate programs are required to have learning outcomes and to actively assess them.
- *Campus wide learning outcomes* are skills that will be taught in the general education curriculum by University Studies. The Graduate School has also instituted graduale level campus wide learning outcomes that should be taught to all graduate students regardless of discipline.
  - *Undergraduate campus wide student learning outcomes:*
    - *Disciplinary and/or Professional Expertise:* Students will gain mastery at a baccalaureate level in a defined body of knowledge through the attainment of their program's objectives and completion of their major.
    - *Creative and Critical Thinking:* Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.
    - *Communication:* Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication using appropriate technologies.
    - *Diversity:* Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.
    - *Ethics and Social Responsibility:* Students will develop ethical and social responsibility to others, will understand issues from a cultural perspective, will collaborate with others to address ethical and social issues in a sustainable manner, and will increase self-awareness.
    - *Internationalization:* Students will understand the richness and challenge of world cultures and the effects of globalization, and will develop the skills and attitudes to function as "global citizens."
    - *Engagement:* Students will engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement will apply theory and skills in diverse venues, linking the conceptual to the practical.
    - *Sustainability:* Students will identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives in order to create a more sustainable future.

- ○ *Graduate level campus wide student learning outcomes*:
  - ■ *Advanced Knowledge:* Graduate students will have and be able to apply advanced knowledge in specialized areas defined by their graduate program.
  - ■ *Methods:* Graduate students will have and be able to apply skills in appropriate methods of analysis, whether quantitative or qualitative, or both, to collect and integrate information in ways consistent with the highest standards of their discipline
  - ■ *Research:* Graduate students will conduct research that results in an original contribution to knowledge, according to the standards of their discipline, including as appropriate both independent and collaborative research, and in conformity with all standards for responsible conduct of research.
  - ■ *Pedagogy:* Graduate students will participate in training for teaching and apply their skills in the classroom consistent with their disciplinary norms, in undergraduate or other settings in their own or other disciplines.
  - ■ *Communication:* Graduate students will have and apply skills in scholarly communication, applied in oral, text, and digital formats consistent with the highest standards of their discipline.
  - ■ *Professionalism:* Graduate students will engage with the structure of their discipline and their intended career placement as professions, including the legal and ethical dimensions of these professions and the responsibilities involved to a variety of stakeholders.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

- ● Program level learning outcomes and curriculum requirements are determined by the faculty of the individual programs to ensure that they are appropriate and in line with the knowledge, skills, and abilities necessary for the discipline. The faculty may change these learning outcomes to reflect the changing requirements of the discipline. Changes may also be implemented as a result of analyzing assessment data.
- ● As described in Standard 1.C.1, when new programs are submitted for approval, learning outcomes are reviewed by the appropriate curriculum committee; Undergraduate Curriculum Committee, or the Graduate Council.
- ● When new courses are proposed, a syllabus is required to be submitted so that the relevant curriculum committees can examine the type of curriculum that will be taught and how the students work will be evaluated.
- ● Learning outcomes are reviewed every year via the Annual Assessment Update survey.
- ● Many, but not all program level learning outcomes should map to the university's campus wide learning outcomes.
- ● Graduate programs are expected to have a greater depth of knowledge than undergraduate and contribute original research to the greater discipline.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

- Portland State University publishes all expected learning outcomes on the University webpage.
- Undergraduate programs and their program specific outcomes can be found on the University's academic programs page here while graduate programs are found here.
- Programs have been requested to include information about their program level learning outcomes on their program webpage.
- All course level learning outcomes are required to be listed on the syllabus and provided to the students.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

- Admissions information and graduation requirements are provided to current and potential students in several highly visible locations including the University website, the individual program's website, and in the academic bulletin which is edited each year to ensure its accuracy.
- The Degree Audit Reporting System (DARS) is a valuable tool which aids in tracking degree progress and in understanding requirements. This report applies completed courses, including transfer courses to Portland State's graduation requirements DARS audits are used as unofficial advising tools. At that time, the graduation application a DARS audit will be reviewed by the Office of Degree Requirements. DARS reports can be run by the student as often as they like with no limitations.
- Transfer Evaluation Reports are provided to all transfer students upon admission to Portland State. This report shows how the classes taken at other colleges/universities have transferred to Portland State and lists the equivalent Portland State courses.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

- Assessment of the campus wide learning outcomes is done in the University Studies program in which all students must participate. Campus wide learning outcomes are listed under standard 1.C.1 earlier in this document. University Studies faculty perform the assessment with coordination by the Director of Assessment and Research.
- Assessment of program level student learning outcomes is done by the faculty of the individual programs.
- Any gaps uncovered during analysis of the assessments can be acted on by the faculty by changing existing pedagogy or introducing new courses to address the deficiency.
- Feedback on improving assessment practices is provided to programs from the Office of Academic Innovation on an annual basis and is based on the program's Annual Assessment Update submission.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and

---

quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

- University Studies will be used as our example of how PSU assesses the undergraduate campus wide student learning outcomes. The campus wide outcomes are listed earlier in this document.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

- ***Program Level Student Learning Outcomes*** will be the main focus of this area as it has been cited by the NWCCU as an area for continued improvement since the last Year Seven report in 2015. Lots of work and effort have been put into improving how PSU does this important work.
    - In 2016, an inventory of assessment activities indicated that less than 40% of programs had learning outcomes and were actively assessing them. After the 2020 survey, this number was over 90%.
    - There is still work to be done in this area but we feel that we can demonstrate to the NWCCU that we are in much better shape and have embraced their principle of "continuous self improvement."
    - The improvements that we have seen in this area are due to the attention and focus on this area by Provost Jeffords from the time she stepped on campus,
    - The Teaching, Learning, and Assessment Director Janelle Voegele, and Associate Director Raiza Dottin in the Office of Academic Innovation have been instrumental in helping campus programs realize that assessment of student learning outcomes is a worthwhile endeavor that helps PSU improve how we teach and how students learn.
- Early Alerts is for academic advisors and faculty to partner and identify students who might be at risk of not succeeding in selected high impact courses across Portland State University and provide these students with timely support, as a means of contributing to student retention goals.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

- Transfer Credit
    - Portland State University's transfer of credit policies are published in the Portland State University Academic Bulletin (pg. 10-11 of pdf), on the PSU Transfer Student Information website, and the Transfer Student Admission website. These websites provide clear details on the various pathways for students transferring to Portland State University. The information provided includes policies and procedures for those students transferring from 2-year or 4-year institutions, out-of-state institutions, and international institutions. Post-baccalaureate transfer policies are also listed. Additional student services including transfer equivalence, financial aid and scholarships, career center, advising and veteran services are also accessible from the website.

- The [Transfer & Returning Student Resource Center](#) has dedicated staff to assist and support students "desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals."
        - The easy to navigate [transfer student website](#) gives information on how to apply, how to schedule a meeting with their counselor, and directions on how to attend a transfer information session.
- Credit for Prior Learning
    - Portland State University recognizes that adults entering or returning to college bring with them a wide variety of prior learning experiences through work, travel, volunteering, activities in professional organizations, or self-study. Policies, procedures, and a FAQ regarding credit for prior learning can be found on the Registrar's [Credit for Prior Learning website](#) and in the online [Academic Bulletin](#).
    - Credit for Prior Learning (CPL) allows qualified students to earn credit for college-level learning outside of the classroom. CPL may be right for students if their prior learning experiences have resulted in college-level knowledge, skills and abilities, and they are able to demonstrate that this knowledge meets the objectives of designated college-level courses. College-level knowledge & competencies can be demonstrated through multiple options. Portland State currently offers three types of CPL credit:
        - PSU Departmental Challenge Exam
        - College Level Examination Program (CLEP)
        - Military Credit
    - To ensure academic rigor that is appropriate for Portland State, no more than 45 credits of PSU Exam and Portfolio credit can apply toward a PSU degree/credential. However, there is no limit on the number of CLEP and Military Credits that may apply. There is no limit on the number of CPL credits that can be transferred in from another institution.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

- Details of our graduate programs will be communicated in this section. Dean of the Graduate School Rossitza Wooster met with Jeff Robinson and Brian Sandlin to discuss how we meet this standard. The content of that meeting will be the basis for this section.

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

- Vice President for Enrollment Management Chuck Knepfle met with Jeff Robinson and Brian Sandlin and provided information that will form the basis of the content for this standard.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

-and-

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

-and-

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

- These three standards (1.D.2, 1.D.3., 1.D.4.) will be combined into one section since they are all related.
- We will use the metrics established in the Students First initiative which include peer comparator schools.
- We will provide the NWCCU with a link to the Students First Dashboard, which is public facing and easily found on the PSU website

---

Previous items cited by the NWCCU

We have four outstanding issues that we will need to address in this Year 7 report. We expect to be able to answer each of these without any difficulties.

- Assessment of Program Level Learning Outcomes

  Originally identified by the NWCCU in our 2015 Year 7 report, much time and effort has been put into improving our practices university wide. This effort has paid off. In 2016, we reported to the NWCCU that less than 40% of programs had learning outcomes and were actively assessing them. This data is from the 2016 Annual Assessment Update. After the 2020 survey, this number was over 90%. While our goal is to be at 100%, this

large improvement should demonstrate to the NWCCU that we are in much better shape and have embraced their principle of "continuous self improvement."

The improvements that we have seen in this area are due, in part, to the attention and focus on this area by Provost Jeffords, and by the Teaching, Learning, and Assessment Director Janelle Voegele, and Associate Director Raiza Dottin in the Office of Academic Innovation. Provost Jeffords elevated the attention on the requirement to assess student learning while Director Voegele and Associate Director Dottin have helped programs understand how to create a workable and functional process that benefits the program and improves their understanding of student learning.

- Update on the Campus Master Plan

  In our Year 6: Policy and Procedures report to the NWCCU, we did not include any updates on the Campus Master Plan so they could not evaluate if we were making progress on the plan. They have asked that we provide them with an update on this. Vice President Reynolds is helping with this request and we expect to be able to provide updates to the NWCCU as part of the Year 7 report.

- Office of Information Technology

  The NWCCU did not find any information about a strategic plan for OIT. They also cited a lack of information on cyber security and disaster recovery in our report. OIT does have this information on their website and we should be able to answer this concern by providing the NWCCU the appropriate links; 2020-2021 OIT Annual Report, Computer Security Incident Response Standard,

- Financial Aid

  The NWCCU reviewers could not find any information about PSU's loan default rate. We are working with Vice President Knephle to get this information and post it on our Financial Aid websites as required. Once posted, we will be able to send the NWCCU a link to the webpage and meet their expectations.