

Reaffirmation of Accreditation

Step 3: Educational Effectiveness Review

February 19, 2014

Agenda

- Quick Review of Reaffirmation Process and Themes
- WASC Commendations and Recommendations from Capacity and Preparatory Review (CPR)
 - Site Visit Report Commendations
 - Commission Recommendations - comments, suggestions, feedback
- Upcoming Milestones/To Dos with relevance to EER
- Next Steps

Reaffirmation of Accreditation

Three-Step Process (Remember. This is the last time that WASC will utilize a three-step process.)

- Institutional Proposal (2010)
- Capacity and Preparatory Review - CPR (2011/2012)
- Educational Effectiveness Review - EER
 - Report: June 2014
 - Site Visit: September 15-19, 2014

Themes:

- Theme 1: Institutionalizing the Assessment of Student Learning
- Theme 2: Cultivating a Community of Scholars

Goals of Reaffirmation Process

- Recalibration of AUA's institutional mission and goals
- Focus on **student learning across the institution** and the development of more diverse and effective methods of assessment
- **Alignment of research and scholarship** with teaching at a graduate institution focused on impacting the development of a nation

Description of the EER Approach

- History of Process
 - Institutional Proposal. University chose two themes
 - WASC Approval of themes
 - CPR – Report and Site Visit
- Working Groups based on Themes
 - Began during IP
 - Continued through CPR and Beginning of EER
 - Additional volunteers solicited
 - Theme 1 molded into the Student Learning Committee
- Steering Committee Periodic Meetings
- University-wide coordination meetings
 - Review of CPR Report and Status (March 2013)
 - Explanation of Two Reviews: CPR and EER (July 2013)
 - EER reporting: Overall content outline, suggestions, feedback (Oct 2013)
 - CPR Commendations and Recommendations: Suggestions and feedback (Feb 2014)
 - *Report Review: Comments, suggestions (May 2014)*

EER Report: Components (as required)

1. Description of the EER Approach
2. Significant Engagement and Analysis of Educational Effectiveness
3. An Analysis of the Effectiveness of the Program Review Process
4. Further Developments of Student Success Efforts
5. An Updated Data Portfolio
6. An Integrative Component
7. **Response to the CPR Recommendations**

WASC Commendations, 2012 CPR Site Visit *Report*

- Substantial progress in every dimension of the **physical plant and facilities**
- On-going **fulfillment of its mission**
- An **academic program review process** that is thorough and effective
- Progress in establishing an **on-site leadership team** – including hiring first full-time president
- **Commitment of boards**, including gains in fundraising, new building
- Completion of a substantial and **inclusive strategic planning process**

WASC Recommendations, 2012 Commission Letter

1. Refining assessment practices and institutionalizing staffing and resources for educational effectiveness

- **greater consistency** in assessment
- **aggregating and evaluating** at the institutional level
- **robust, institutionalized, stable, and adequately funded** assessment and institutional research capabilities

*CFRs 2.3, 2.6, 2.10**

** Criterion for Review are noted as is in the July 2012 Commission Letter*

Response to WASC Recommendations

2. Implementing the new undergraduate degree programs

- an organizational structure, developing educational plans, and budgeting appropriate resources
- report on undergraduate programs particularly **general education** (Gen Ed) with attention to **core competencies** set forth in CFR 2.2a, in particular **written communication, oral communication, critical thinking, information literacy and quantitative reasoning**

(CFRs 2.2a, 2.3, 2.6)

Response to WASC Recommendations

3. Promoting student success

- clear set of **objectives** for **student learning and student success**
- more detailed **analyses** that **disaggregate** graduation rates and time-to-degree data
- **contextualize** and understand its graduation and retention rates based on data from **comparable institutions**

(CFRs 2.6, 2.10, 4.4)

Response to WASC Recommendations

4. Reviewing academic support and student service programs

- systematic reviews of its **co-curricular programs**
- routine evaluation of its **academic support and student services**

(CFRs 2.11, 2.13)

Response to WASC Recommendations

5. Strengthening the institution's financial position and capacity

- continuous, ongoing, disciplined attention to **financial operations** and advancement
- multi-year faculty contracts

(CFRs 3.2, 3.3, 3.5)

Response to WASC Recommendations

6. Ensuring consistency of credit hour information

- Syllabus analysis
- Procedures for compliance

(CFRs 1.9, 2.2, and Policy on Credit Hour)

Milestones/To Dos with relevance to EER

- Revise Self-Study Guidelines
- Update Policies Database
- Update Catalog
- Update Student Learning Assessment Manual
- Syllabus Monitoring, Compliance Assurance, Analysis
- Credit-Hour Policy Compliance – Monitoring & Enforcement - mechanisms.
- Faculty Orientation - Is check list working?, What is needed?
- Curricular Map adjustments
- Faculty Evaluation Forms
- Course Evaluation Form – Graduate and U-grad
- Guidelines for Review of Academic Support Units
- Review of Senior Administration President, Provost, VPs, Deans
- Scholarship – New Definition awareness campaign
- Scholarship – Awards recognition program
- Community of Scholars –recognition of scholarship, multi-year contracts
- Report on Student, faculty, alumni research collaboration
- Report on Investigation of Student Negative Evaluations
- Career and Alumni–assess AUA support for student transition from school to work
- IRO/Assessment/Accreditation–integration into instruction, organic, not an add on
- Documenting How AUA Adapted to U-Grad needs
- Researcher Evaluation Form

Upcoming and Next Steps:

Milestones follow-up - Ongoing

Upcoming EER Working Group Meeting

May 2014 (Date TBD)—draft EER report will be discussed for comment

For additional information including WASC's Handbook of Accreditation, previously submitted reports and resources:

<http://aqa.org/accr-af/>