



Academic Assessment System
& Program Review Manual

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INTRODUCTION

This manual has been developed to provide those involved in the program review process with a coherent and comprehensive assessment system framework as well as practical guidelines, clear steps through the process, and a set of responsibilities for the various individuals and groups throughout the university.

A. Purposes

Antioch's academic assessment system involves ongoing reflection and action ensuring the quality of student learning and dynamic health of our academic programs. Academic assessment at Antioch University serves several purposes:

- Foster a culture of critical reflection on teaching and learning.
- Monitor program performance with respect to mission and student learning.
- Inform effective planning and resource allocation.
- Fulfill the information needs of stakeholders.

Academic assessment in general, and program review in particular, is most effective when program faculty define for themselves critical evaluation questions related to student learning, sources of evidence, and appropriate analysis and interpretation procedures. Critical questions may be specific to issues facing a program or part of a unit or university level inquiry. Accountability, therefore, hinges on how well programs conduct cycles of inquiry and then utilize the inquiry results. Program reviews are conducted in consultation and collaboration with academic administration, to assure that broader institutional concerns are addressed as part of the program review process.

B. Principles

Antioch University is committed to the continuous review and improvement of its academic programs. As members of the higher education community of faculty and scholars, Antioch faculty have a responsibility to consider best practices in the field as well as professional and institutional accreditation standards that inform the program review process.

Antioch University approaches the academic assessment process with a commitment to the following principles:

- *Engaged departments* in which academic units ask themselves "What are we trying to do? Why are we doing it that way? How do we know it works? How can we improve our practice? How can we better serve our students? Have students successfully acquired the knowledge and skills we are seeking to teach?" This is consistent with our approach to thinking about "unit accountability and shared responsibility" to the institution's mission as well as to its individual faculty.
- *Teaching and learning excellence* informed by a culture of evidence and assessment. The key is quality evidence collected in the service of critical questions generated by academic programs with a focus on examining student learning, quality of evidence collected, subsequent meaning making from the evidence, and what the institution does with the information gained.
- *A culture of collaboration* in which criteria and standards for evaluation are established based on program, unit, campus, and university goals and strategic directions. In addition, collaboration extends beyond the program to support common standards in like programs across the university.
- *Respect for difference* in which program quality is judged according to program assessment and student learning outcomes, professional and regulatory requirements, and community needs, as well as through the contribution of the program to the mission of the campus and university rather than a set of "one size fits all" standards.

- *Effective use of information* across the institution for describing, understanding, and analyzing program success. Effective information use depends on the reliability, validity, accessibility, and relevance of program information and metrics. Wise decision-making is dependent on qualitative and quantitative data considered in multiple contexts and examined from a variety of perspectives.
- *Evaluation with consequence* in which there is visible impact of evaluation on planning and resource allocation. The learning gained and goals established through the program reviews should be incorporated into the academic program, strategic planning, and budget deliberation processes.
- *Transparency of the review process*, designed to tease out the different perceptions from a variety of stakeholders to see where they are in alignment and where they are divergent. Transparency also includes the sharing of criteria, procedures, and outcomes of the review process, as well as the way the campus responds to those outcomes.
- Support and development of *an integrated university*. Program reviews provide the opportunity to affirm both the commonalities and meaningful differences across the programs, leading to purposeful collaboration. Through this process, faculty engage with each other to review, evaluate, and improve the educational values and experiences inherent in an Antiochian education.

C. Core Attributes of an Antiochian Education

An Antioch education inspires our students to engage in a transformative educational experience, collaborate with others, and harness their talents to win victories for humanity. With this vision in mind, faculty have identified three core attributes that embody an Antiochian education:

1. Antioch students develop themselves in ways that contribute to their personal growth and to the greater good.
2. Antioch students possess the social and cultural responsiveness necessary for being effective community members.
3. Antioch students apply their knowledge, skills, and dispositional finesse in their environments, taking actions that empower others and lead to positive change.

During their studies and throughout their careers, Antioch students actively reflect on their values, biases, and behaviors. In classroom communities and beyond they seek diverse perspectives and confront dynamics of power, privilege, and oppression. They engage with the complex, interconnected systems comprising our world, challenging the status quo and advancing social, environmental, and economic justice.

As a part of the academic assessment process and in the service of identifying the essential elements shared by Antioch programs, faculty have mapped the core attributes to program-level student learning outcomes. Those student learning outcomes are further linked to primary sources of evidence for every program. Programs use these sources of evidence and other measures in the academic assessment process.

D. Definitions

Academic Areas of Study

Academic Areas of Study are broad groupings of degree and academic certificate programs. Antioch University has offerings in six academic areas of study:

- Communication & Creative Writing
- Education
- Environment & Community

- Leadership, Management, & Business
- Liberal & Interdisciplinary Studies
- Psychology, Counseling, & Wellness

Academic Programs

For the purposes of this Academic Assessment and Program Review Manual, academic programs are defined as curricular subsets within academic areas of study, sharing common student learning goals and served by a specific group of faculty and support staff. An academic program may consist of degree programs, certificates, continuing education, professional development, and other related academic offerings.

Degree Program

A cohesive group of courses or learning activities leading to the awarding of an academic degree within a field of study, such as bachelor of arts, master of arts, master of education, or doctor of philosophy.

Academic Concentration

A set of courses or learning activities within a degree program that focuses on a particular academic area and provides a deeper or more specialized emphasis of study.

Academic Certificate

A set of academic, credit-bearing courses or learning activities leading to an academic credential containing fewer credits than the minimum required for a degree.

Annual Program Reviews

Annual Program Reviews (APR) include cycles of inquiry determined and engaged in by academic program faculty. A cycle of inquiry investigates key questions having to do with advancing the program, unit, and university mission, that, when addressed, will improve teaching and student learning. The APR reports include responses to these inquiry areas as well as analyses of enrollment, persistence, and completion data.

The faculty in consultation with the Provost determine the organization of the Annual Program Review reports. Specializations, concentrations, or other sub-divisions within an academic program may be included in a single APR report with descriptions regarding their relevance to the program's cycle of inquiry or may be separated into multiple reports.

Comprehensive Academic Review

The Comprehensive Academic Review process provides faculty with an opportunity for long-range reflection on the quality, cohesiveness, and effectiveness of academic areas of study. Several aspects comprise the Comprehensive Academic Review process:

- Academic Program Self-Study
- Review Team Site Visit & Report
- University-wide Comprehensive Academic Review Committee
- Institutional Response, Planning, & Collaboration

Assessment Resource Team (ART)

A university resource group composed of representatives from campuses and university-wide programs who meet regularly to foster knowledge and understanding of academic assessment, develop system-wide guidelines and criteria for the quality academic assessment of student learning, provide training and on-going support to program faculty for academic assessment and program review implementation, and collectively advocate for academic assessment as an institutional priority.

Office of Academic Affairs (OAA)

The Office of Academic Affairs provides leadership to carry out the academic mission of the university. The OAA is responsible for University-wide academic assessment and program review processes, academic accreditation and compliance, institutional effectiveness, university-wide academic and student support services, as well as the development and implementation of the academic strategic plan and related academic initiatives.

Academic Unit Head

The primary leader of an academic program and all its associated degree programs, certificates, and other related academic offerings. The academic unit head may be locally identified as a department chair, director, or by some other title.

Provost

The Provost is the chief academic officer for a campus or university-wide program with responsibility for the management of academic programming and assessment including oversight of the activities of all associated personnel such as academic deans, chairs, faculty, directors, and staff. In addition to serving as the chief academic and executive officer of a campus or university-wide school, the provost leads assigned university-wide faculty initiatives, to assure academic cohesiveness and high quality across the university; to integrate, scale up, and develop academic programs; and to promote growth across the university. The Provosts report to the Vice Chancellor of Academic Affairs/University Provost

Council of Chief Academic Officers (CCAO)

The Council of Chief Academic Officers is comprised of the Provosts and Vice Chancellor of Academic Affairs/University Provost, who chairs the Council. The council guides and coordinates the academic programming, academic management, and assessment activities across the university.

University Academic Council (UAC)

The University Academic Council (UAC) is composed of faculty representatives of all campuses and university-wide programs, all Provosts, and the Vice Chancellor of Academic Affairs/University Provost, who chairs the Council with a faculty co-chair. The Council is the primary system-wide advisory group to the Chancellor and University Leadership Council (ULC) on matters of academic quality, programs, and policies.

University Leadership Council (ULC)

The University Leadership Council is the Chancellor's advisory group for all policy matters bearing on the university's management and strategic development. Comprised of the Chancellor, Vice Chancellors, Provosts and other executive-level leadership, the ULC is charged with overseeing academic, fiscal, and other management policies, priorities, and strategic plans of the university.

Board of Governors (BoG)

Antioch University is governed by a Board of Governors with fiduciary responsibility for all aspects of the university.

E. Academic Assessment System

In recognition of the interconnected nature of academic assessment, institutional metrics, and decision-making processes, Antioch has adopted a comprehensive assessment system. In the absence of this type of framework, program review could easily be perceived, and become, a series of bureaucratic mandates and rote, meaningless steps for programs to satisfy. A comprehensive assessment system encompasses teaching and learning quality, as well as institutional planning, thereby fostering a cohesive approach to assessment and program review.

As illustrated by the arrows in Figure 1, each of the aspects, Program Profile, Program Review & Reporting

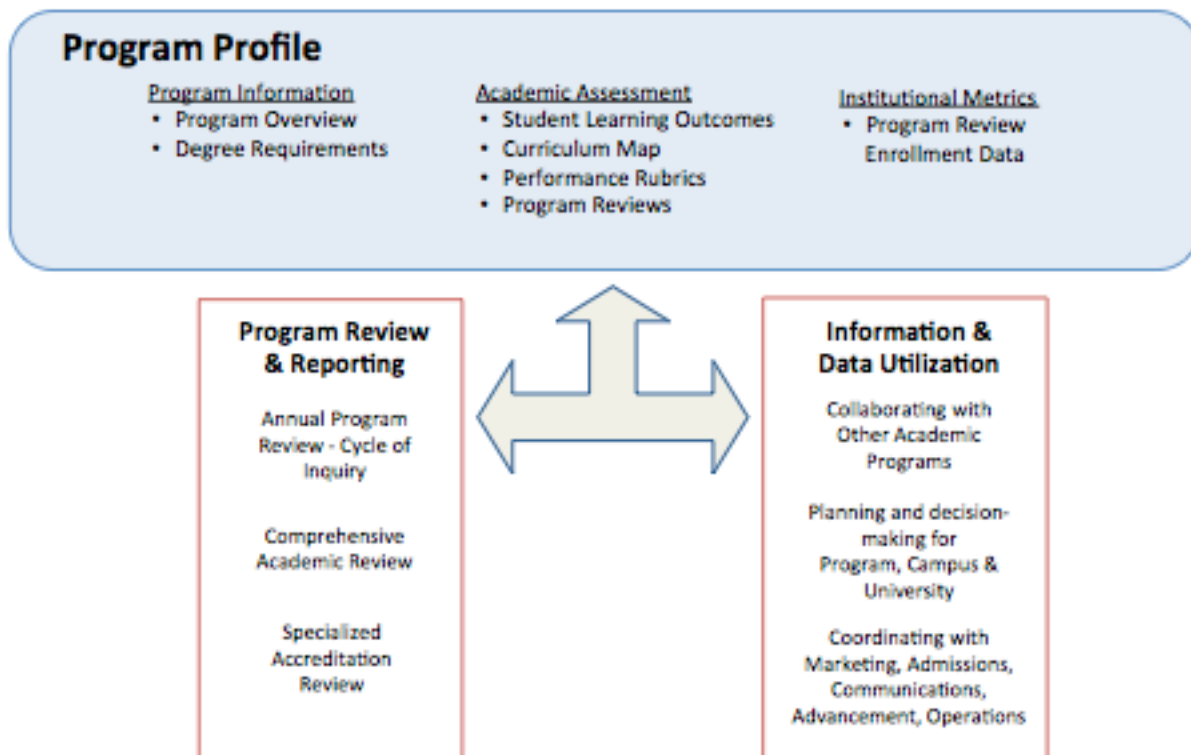
and Institutional Decision-Making, mutually inform one another in a comprehensive assessment system:

1. A *Program Profile* supports and informs the review and decision-making processes. The profile is comprised of information about the program structure and tenets, methods used to evaluate student learning, and institutional metrics such as student enrollment patterns.
2. *Program Reviews & Reporting* involve cycles of inquiry examining program effectiveness and informing decision-making processes. Antioch utilizes three types of review and reporting: a) Annual Program Reviews, b) six year Comprehensive Academic Reviews, and c) Specialized Reviews.
3. *Information & Data Utilization* processes informed by the Program Reviews and Program Profile lead to effective collaboration across academic programs, coordination with operational departments, and organizational planning, budgeting, and decision-making.

All these elements are detailed in subsequent sections of this manual.

Each of the components of Antioch's Academic Assessment System work in concert with one another to advance the university as a learning organization. They provide transparency of information, encourage critical reflection, foster collaboration, inform planning, monitor performance, and address the needs of stakeholders. The framework leverages the natural inclination of Antioch faculty and staff to reflect and improve. It honors the interdependent relationships between academic and administrative departments, recognizing that insight, collaboration, and innovation occur when there is common knowledge and understanding across the institution.

Figure 1. Academic Assessment System



II. PROGRAM PROFILE

The Program Profile is a central feature of Antioch's comprehensive system (Figure 1), designed to provide ongoing qualitative information and quantitative metrics that enables academic programs to engage in assessment processes, fulfill accreditation requirements, and inform decision-making. It includes both general compliance information as well as details regarding curriculum, student learning outcomes, assessment, and program data.

The Program Profile links program information, academic assessment, and institutional effectiveness, fostering a culture of critical reflection. Metrics are maintained, and made accessible to faculty and staff, by the Office of Institutional Effectiveness (OIE). The program itself, OIE, and other institutional departments provide the profile information. Programs customize their profile by providing information and metrics relevant to their program, including, at a minimum, the items listed below:

Program Information, documenting the general program features.

- Program Overview
- Degree requirements

Academic Assessment, providing detail on teaching and learning components and the program's cycle of inquiry into academic quality.

- Student Learning Outcomes
- Curriculum Maps
- Performance Rubrics & other tools for student learning assessment
- Program Reviews

Institutional Metrics, presenting quantitative data relevant to program status.

- Program Review Enrollment Data

Program Profile information and metrics contribute to telling the story of a program's past and current status. It serves as a way for faculty, administration, accrediting bodies and other interested parties to have access to vital program information for the purposes of collaborating across programs, reporting to stakeholders, and making institutional decisions. However, information and metrics do not give a full account of a program. Historic, geographic, institutional, social, and cultural contexts are necessary for a full picture of a program. The Program and Academic Reviews described in subsequent sections of this manual contribute in essential ways to that understanding.

III. PROGRAM REVIEW

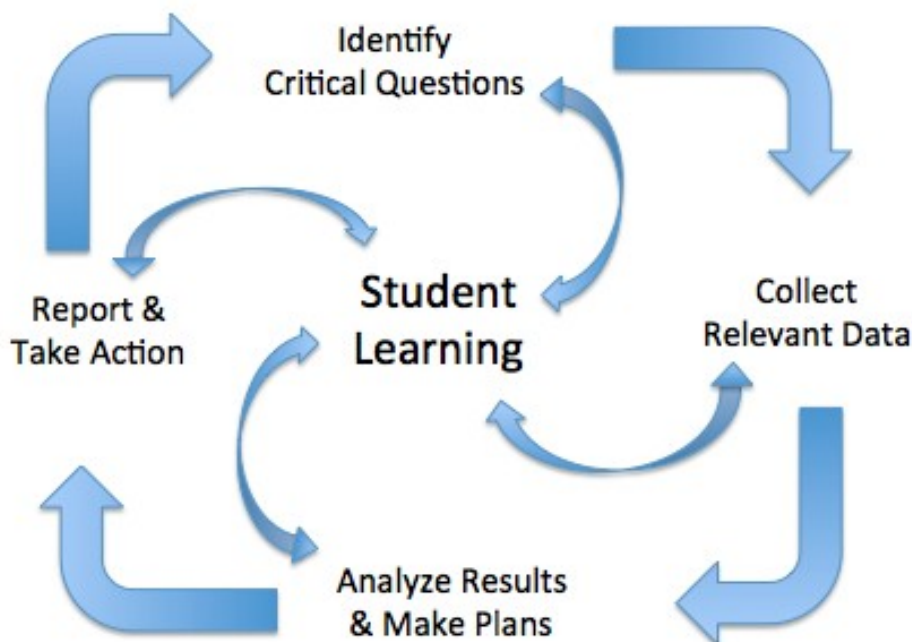
The material contained in the Program Profile informs and enables effective program review in Antioch's Academic Assessment System (Figure 1). Three types of reviews are described in this chapter: Annual, Comprehensive, and Specialized Program Review. Each of these has related, yet distinct, purposes in the overall comprehensive assessment system.

Annual Program Reviews involve cycles of inquiry determined by the program faculty that build toward the Comprehensive Academic Reviews. Comprehensive Academic Reviews provide an opportunity for long-range reflection and planning. Programs conduct Specialized Reviews if they operate according to accreditation standards established by professional organizations or regulatory agencies. Included in each of the sections below are descriptions of the review components and processes and an articulation of individual and group responsibilities. A document tracking chart appears in Appendix A.

A. Annual Program Review – A Cycle of Inquiry

The Annual Program Review reports on a cycle of inquiry (Figure 2) determined and engaged in by program faculty. A cycle of inquiry investigates key questions having to do with advancing the program, unit, and university mission, that, when addressed, will improve teaching and student learning. The program faculty 1) identify questions important to the program, 2) collect data needed to pursue those questions, 3) engage in critical analysis of the data, and 4) report and take action on that analysis.

Figure 2. Cycle of Inquiry



At Antioch, the cycle of inquiry has, at its heart, the mission of the University, which is to put student learning at the center of all we do. Reflecting on how well we accomplish that mission, to enhance and enrich student learning in the best Antiochian tradition, is therefore an essential element of academic assessment. As Figure 2 illustrates, all questions driving the inquiry are related to the learning mission.

Questions directly related to student learning include such examples as:

- In what ways are our students gaining skills that address current trends in the field?
- What is the quality of student interactions with client populations?

- How effectively are we preparing students for the writing skills they need in the work place?
- In what ways do the program's internship opportunities serve and/or not serve students' needs?

Other questions relating to topics such as the adequacy of facilities, strategies for faculty recruitment and retention, or faculty scholarship will still connect to the enrichment of students' learning experience. Thus, at Antioch, evidence used in a cycle of inquiry, plans made, and action taken, will always relate to, and be informed by, the quality of student learning. Ultimately, evidence of assessment for all program-level student learning outcomes will be needed for the program's comprehensive review. Evidence used for the inquiry will vary according to the key questions raised by the program. Potentially useful evidence appears in Appendix B.

Antioch will be best served by programs using the Program Review process to ask bold questions that may be disquieting, but could lead to new innovations, collaborations, and partnerships. It is assumed that these cycles of inquiry may reveal significant gaps between a program's intended objectives and actual outcomes. Insights gained from the Program Review cycle of inquiry are used only for program improvement. A program's cycle of inquiry will typically occur during an academic year, but may span up to two academic years. The inquiry may be connected to campus or university generated themes. If a cycle of inquiry exceeds the academic year, the program still submits an annual status report on the inquiry to date.

Annual Program Review - Components

The university provides a form (Appendix C.) for the Annual Program Review final report including the following components:

I. Program Identification

- a. Campus or Unit
- b. Degree/Program/Concentrations
- c. Person/Role Preparing Report

II. Updates

- a. Describe any recent changes as a result of last year's Annual Program Review.
- b. For programs that have completed a Comprehensive or Specialized Program Review, please describe progress on the goals set in that review.

I. Cycle of Inquiry

All academic programs engage in cycles of inquiry as described in the *Academic Assessment System & Program Review Manual*.

- a. Identify the critical question(s) investigated for this cycle of inquiry.
- b. Describe how this inquiry was relevant to the university's mission and to program-level student learning outcomes. (Note, evidence of assessment for all program-level student learning outcomes will be needed for the program's comprehensive review.)
- c. Identify the direct and indirect data collection methods used.
- d. Tell what you learned as a result of this inquiry. Include any analysis, graph, chart, or figure that helps to communicate the results.
- e. Identify planned action steps as a result of the inquiry and/or any plans that have already been implemented.

II. Reflection & Plans

- a. Reflect on the effectiveness of the methods used for this cycle of inquiry.
- b. List resources needed to implement the recommendations from this inquiry.
- c. Identify any anticipated topics of inquiry for the coming year.

III. Enrollment Data - Persistence & Completion Patterns

- a. Describe and analyze persistence and completion data for the last academic year.
- b. Identify any program plans as a result of the enrollment data analysis.

Annual Program Review - Institutional Process Timeline

September - October

- ☐ Program faculty identify critical questions associated with the cycle of inquiry for the current academic year no later than October 31.

October – June

- ☐ Program faculty pursue the identified cycle of inquiry.

June - October

- ☐ Program faculty
 - Prepare the Annual Program Review Report using the form provided (Appendix C).
 - Submit the annual Program Review to the Provost in accordance with the schedule set by each campus, but no later than October 31.

October - December

- ☐ Provost
 - Utilizes the information contained in the reports to inform campus-based discussions consistent with campus academic structures,
 - Collaborates with the programs to identify goals requiring resource allocation that are to be included in campus's priority setting and budget development and planning processes, Archives the Annual Program Review reports in the campus collection and within the university's academic repository, managed by the Office of Academic Affairs.
 - Shares reports with the Council of Chief Academic Officers.

Annual Program Review – Quality Criteria & Assurance

Antioch's academic assessment system involves ongoing reflection and action ensuring the quality of student learning and the dynamic health of our academic programs. Accountability for the quality of academic assessment hinges on how well those elements are implemented. At Antioch we aim for quality academic assessment to be assured through:

1. Consistently high quality academic assessment processes university-wide,
2. Relevant cycles of inquiry determined by program faculty, and
3. Flexibility regarding how assessment oversight is administered at the campus level.

The following quality criteria, articulated responsibilities, and associated feedback rubrics (Appendix D) are designed to inform those university and campus level processes. These criteria are designed to foster consistency of quality practices across the university, as well as flexibility as to how the criteria are implemented. The accompanying rubrics in Appendix D are designed to be used in discussion with the Provost during the winter or spring term. They may be used as formative feedback and also as a self-reflection tool for faculty themselves to examine their academic assessment practices.

Quality Criteria for Cycles of Inquiry

- The critical question is addressable through empirical evidence and relates to program-level student learning.
- Multiple direct and indirect data methods are used to examine the critical question.
- Results are documented, analyzed, and clearly described.
- Annual Program Review identifies realistic action steps based on data results that have been or will be taken.

Quality Criteria for Program-level Student Learning Outcomes and their use

- Describe what a student will know, do, and be like at the end of the program.
- Able to be examined through empirical evidence.
- Aligned with program curriculum.
- Associated with levels of performance (e.g., criteria, rubric).
- Evaluated as part of the academic assessment process.
- Aligned with core attributes and primary sources of evidence.
- Accessible to students and faculty.

Annual Program Review – Articulating the Responsibilities
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Assessment Resource Team

- Reviews and updates Academic Assessment Manual, quality criteria, and resources on an ongoing basis.
 - Supports campus academic programs and assessment processes.
- Makes recommendations regarding academic assessment processes and resources to campus and university leadership.

University Office of Academic Affairs

- Supports and coordinates annual and comprehensive program reviews.
- Distributes annual program review forms and supporting materials to the Provosts.
- Provides means for archiving assessment materials and reports.

Provost

- Distributes annual program review and supporting materials to program faculty.
- Oversees the quality of academic assessment processes on campus using the quality criteria above.
- Maintains documentation of academic assessment activities.
- Facilitates utilization of academic assessment results for planning, decision-making, and resource allocation.

Academic Unit Head

- Ensures broad faculty involvement.
- Coordinates the completion of the Annual Program Review report.
- Submits the completed report to the Provost.
- Meets with the Provost and academic support staff to operationalize goals.
- Incorporates program review findings in program and campus decision-making processes.

Council of Chief Academic Officers

- Receives annual program review updates from Provosts and provides feedback as appropriate.
- Identifies potential opportunities for collaboration and partnerships.

B. Comprehensive Academic Review - Reflecting, Planning, Collaborating

The Comprehensive Academic Review process is an opportunity for long-range reflection, renewal, planning, and collaborating. The process leads to informed action that enhances student learning and ensures quality in academic areas of study at university and unit levels. The faculty reflect on the cycles of inquiry pursued in Annual Program Reviews since the previous Comprehensive Academic Review, examine the successes and challenges encountered by the academic program in recent years, and identify promising goals. The Comprehensive Academic Review process includes three main aspects:

- Self-Study
- Review Team Site Visit & Report
- Institutional Response, Planning & Collaborating

Academically similar programs within academic areas of study from across the university conduct Comprehensive Academic Reviews concurrently every six years. Faculty representatives from each academic program participate on the university-wide, Comprehensive Academic Review Committee, convened by the Office of Academic Affairs. This committee meets on a regular basis to engage in reflective practice activities:

1. Increase understanding of commonalities and differences across programs,
2. Examine ways in which they collectively fulfill the Antioch University mission,
3. Develop and explore shared questions,
4. Coordinate student learning outcomes within and across academic levels, and
5. Identify opportunities for collaboration.

The Comprehensive Academic Review is embedded in the context of the Antioch University Academic Assessment System framework (Figure 1) and the Higher Learning Commission's (HLC) expectations regarding academic quality and student learning (Appendix E). The Self-Study utilizes the Program Profile and the Annual Program Review cycles of inquiry as the basis for review, reflection, and planning. The outline below identifies the required components of the Comprehensive Academic Review Self-Study.

Comprehensive Academic Review – Program Self-Study Components

- I. Context
 - a. Provide a brief history of this academic unit, including start date and significant events, partnerships or initiatives.
 - b. Update the program and academic effectiveness information in the online Program Profile. Provide links to the program's profile pages.
- II. Annual Cycles of Inquiry
 - a. Looking back at the annual program reviews identify and describe overall results and evident themes.
 - b. Describe how the program's goals and activities have supported the University's mission.
- III. Changes in the Field of Study

Identify changes that have occurred in the program's field. Consider factors such as discipline developments, technology advances, competitive landscape, and the employment environment.
- IV. Developments

Examine the Program Profile in light of the program's changes, strengths, challenges, and opportunities since the last comprehensive review. Describe the following areas:

 - a. Students
 - i. Target population
 - ii. Admissions criteria
 - iii. Admissions enrollment goals and attainment
 - iv. Persistence and completion rates
 - b. Curriculum & Instructional Design
 - i. Currency in the field
 - ii. Student learning outcomes
 - iii. Program delivery modalities
 - iv. Learning activities (*e.g., courses, capstones and other activities that engage students in knowledge creation, research and scholarship*)
 - v. Academic support services
 - vi. Co-curricular and extra-curricular activity
 - c. Assessment
 - i. Incoming students' preparedness for program
 - ii. Evidence of achievement for all student learning outcomes.
 - iii. Student satisfaction
 - iv. Teaching Effectiveness
 - v. Use of evidence resulting in action and improvement
 - vi. Alumni success
 - d. Institutional contribution
 - i. Fiscal
 - ii. Non-fiscal
 - e. Faculty
 - i. Faculty profile (*e.g., demographics, faculty/student and core/adjunct ratios*)
 - ii. Accomplishments, scholarship, grants and honors
 - iii. Non-core faculty engagement
- V. Goal-setting

Describe results of this self-study:

 - a. Identify short and long-term goals for the program. Describe the ways in which these goals contribute to university priorities.

- b. Describe resources necessary for addressing these goals.
 - c. Articulate questions to explore with the Review Team.
- VI. University-wide Academic Review Committee Questions
Report insights regarding questions identified by faculty participating in the Program Review Committee consider:
 - a. Relevant information or data gathered,
 - b. Insights gleaned,
 - c. Opportunities for university collaboration,
 - d. Proposed action steps,
 - e. Any other relevant elements.
- VII. Appendices
Supporting documentation

Comprehensive Academic Review - Review Team

Purpose

A critical part of the Comprehensive Review is the work of a Review Team comprised of faculty peers. Peer review is a time-honored tradition in American higher education, ensuring that faculty retain responsibility for academic quality. The Review Team contributes to the Comprehensive Academic Review by bringing relevant expertise, additional perspective on the information, analysis, reflection, and planning done by the program, and an added point of view regarding developments in the program's discipline. The review team takes on a consulting role examining the program's status and engaging with questions the program has generated as a result of the Comprehensive Academic Review.

Team members

The review team is composed of a minimum of three individuals: 1) a faculty member from the campus but outside the department, 2) a faculty member with appropriate expertise from another campus, and 3) one reviewer external to the University. The external members chairs the committee, leads the 1-2 daysite visit, and prepares the Review Team Report with participation of the other members.

The program is asked to submit the names of several potential external review team members. The campus Provost chooses and contacts one or more reviewers from the list to assess availability and explain the process. It is possible that the Provost may also select other reviewers. The campus Provost appoints the review team, arranges dates, and provides other logistical support needed.

The external member receives an honorarium for his or her participation, which is negotiated and paid for by the campus. The campus covers all costs of the site visit and should budget sufficient funds to cover the expenses of transportation, food, and lodging as well as the honorarium for the external reviewers. Guidelines for calculating Program Review expenses are provided to the campuses by University Finance Office as part of the budget development process upon request.

The internal member of the review team is from Antioch but from outside the program being reviewed. The internal reviewer is an important resource to the team because s/he provides knowledge of the university, its mission and its programs. The internal member's participation is considered part of his/her service to campus and university, and is not paid in addition for this work.

Site Visit

The review team reads the program's self-study, which it should receive approximately two weeks before the site visit. The visit is typically two days, although this can vary depending upon the program and the issues/interests being explored. The site visit usually includes meetings with faculty and students, examination of sample student work, and meetings with the unit head and other members of the Antioch campus depending on the issues and questions being explored.

The chair of the review team convenes the team members to identify the individuals/groups that the team would like to meet and the nature of documents that the team would like to review, and should be in contact with the program director to arrange for these meetings. It is the responsibility of the unit head to create an on-campus schedule that addresses the team's requests. The unit head may need to seek the campus Provost's assistance in preparing adequately for the site visit.

Review Team Report

The review team chair leads the preparation of the report of the site visit and schedules a phone call or meeting with the unit head and Provost to clarify any questions that the review team may still have. The review team chair submits the finalized report to the unit head and campus Provost within 30 days of the visit. This Review Team Report generally includes several aspects:

- Strengths, including reflection of depth, breadth and quality of student learning, relevance of instruction and currency of curriculum, engagement of faculty and faculty well-being, sufficiency of resources, and the like.
- Challenges, such as adequacy and sufficiency of resources, quality and currency of curriculum and faculty.
- Reflections addressing the questions/areas posed by the program and/or by the University-wide Program Review Committee.
- Recommendations for improvement in meeting program and institutional goals.

Program Response

The unit head and Provost receive copies of the Review Team report. The program faculty prepare a written response with two sections:

1. Response to Review Team Report
 - a. Describing how the Review Team report contributed to the faculty's perspective on their program and identifying any inaccuracies.
 - b. Prioritizing Review Team recommendations and indicating why any recommended action is unnecessary.
2. Implementation Plan
 - a. Any newly established goals as a result of the Review Team report.
 - b. Actions prioritized by the program:
 - i. Developed as a result of the self-study process,
 - ii. Revised in response to Review Team recommendations, and
 - iii. Related to the shared questions established by the university-wide Comprehensive Academic Review Committee.
 - c. Timeline and primary personnel responsible for actions.
 - d. Budgetary implications.

In preparing the response, program faculty meet with the Provost and other appropriate administrators to assure a broad understanding of program-based and campus-based issues, and to develop agreement on a plan of action, which may have budgetary implications, to address the recommendations. Following these discussions the program faculty finalize and submit the program response to the Provost.

Campus Leadership Response

The Provost prepares a response to the program faculty regarding the program's recommended goals and plan of action. The response should also include any concerns about the timeline and the resources necessary to achieve the plan. These plan of action, along with budgetary and personnel commitments should then be folded into the campus's budgetary and strategic development process.

Campus Executive Summary

The campus Provost prepares an executive summary that includes timeline and resource allocation recommendations, to be shared with the Chancellor.

University Academic Review Process

The full set of materials, self-study, team report, program response, campus leadership response, and campus executive summary, are all submitted by the Provost to the university Office of Academic Affairs' for institutional archiving.

The Office of Academic Affairs convenes another meeting of the University-wide Academic Review Committee once all programs have completed their Comprehensive Academic Reviews to make meaning out of the findings of their shared questions. The committee provides a summary of institutional learning to the University Academic Council.

The University Academic Council (UAC) discusses the reports and prepares any recommendations for program faculty to consider. The UAC Co-chairs share the University-wide Academic Review Committee summary and any associated UAC recommendations with the Chancellor, University Leadership Council, and the Academic Affairs Committee of the University Board of Governors. A copy of the summary and accompanying recommendations from any of the leadership groups are shared with the program faculty.

Comprehensive Academic Review – Process Step-by-Step	
UAC	<ul style="list-style-type: none"> Establishes the six-year schedule.
Provost	<ul style="list-style-type: none"> Inform each academic unit of the schedule for Comprehensive Academic Review. Campus timeline is then developed for the review.
OAA	<ul style="list-style-type: none"> Convenes the University-wide Academic Review Committee to develop shared faculty/program-initiated questions or areas of inquiry (by August).
Program Faculty	<ul style="list-style-type: none"> Recommend external reviewers; Provosts approve and appoint team (by December). Conduct and write the Self-study (by February).
Provost	<ul style="list-style-type: none"> Sends Self-study to Review Team. Schedules Review Team site visit (by April).
Review Team	<ul style="list-style-type: none"> Submit report to the campus Provost within 30 days of site visit.
Provost	<ul style="list-style-type: none"> Distributes report to the program faculty (by May).
Program Faculty	<ul style="list-style-type: none"> Write a response and action plan addressing Review Team Report. Submit to the Provost.
Provost	<ul style="list-style-type: none"> Meet with the program leadership and relevant campus administrators to discuss the program goals and plan of action, the campus leadership response, timeline, and resource needs. Incorporate action plan into the budget development and strategic planning process (by June). Prepare an executive summary (2-5 pages). The summary is shared with the Vice-Chancellor of Academic Affairs and Council of Chief Academic Officers.
OAA	<ul style="list-style-type: none"> Reconvenes the University-wide Academic Review Committee to reflect upon program review reports and data around shared questions or topics of inquiry. The committee develops a summary of learning from the reviews and identifies trends or implications for university-wide discussion and decision-making (by August)
UAC	<ul style="list-style-type: none"> Reviews findings and recommendations from the university-wide academic review committee (by September).
UAC Co-chairs	<ul style="list-style-type: none"> Share the University-wide Academic Review Committee summary and any associated UAC recommendations with the Chancellor, University Leadership
OAA	<ul style="list-style-type: none"> Archives all Comprehensive Academic Review documents within the university's academic repository.

Comprehensive Academic Review – Articulating the Responsibilities
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Academic Unit Head

- Coordinate the collaboration of departmental faculty, students, staff, and others in the program review data collection, analysis, and meaning making.
- Forward names of potential external reviewers to the Provost.
- Prepare the self-study.
- Be available during the site visit and provide all materials requested by the review team.
- Review and discuss the Review Team Report with departmental faculty and other constituencies.
- Prepare a program response within 30 days of receipt of the Review Team report, with goals and recommended plan of action.
- Participates in the University-wide Academic Review Committee meetings.

Provost

- Inform his/her campus programs of the timeline and initiation of the Comprehensive Academic Review.
- Assist the program with resources to support the review process.
- Appoint the review team members.
- Confirm the completeness of the program's self-study and readiness for distribution to the review team and forward copies to team members at least two weeks prior to the visit.
- Meet with the review team and provide feedback on the self-study, the program's strengths and challenges, and the institutional goals for the department.
- Receive the Review Team Report and distributes to the department.
- Review the program's response to the review report.
- Meet with the faculty regarding the program's recommended goals and plan of action and the institutional support for these items.
- Write an executive summary for discussion with the program faculty.
- Present the campus leadership executive summary (campus trends, strengths, opportunities and weaknesses) to the University Academic Council.
- Place the self-study, review team report, program and campus leadership response, and campus executive summary in the university's academic repository. Provide update to the University Academic Council each year on progress made on each Comprehensive Academic Review.

University-wide Academic Review Committee

- Identify shared questions or topics of inquiry at the beginning of the Comprehensive Academic Review year.
- Reflect upon program review reports and data around shared questions or topics of inquiry.
- Develop a summary of learning from the "sister" reviews; identify system trends, strengths, opportunities, weaknesses; and develop recommendations for consideration by the UAC.

Office of Academic Affairs

- Convene and coordinate the work of the University-wide Academic Review Committee (see above).
- Receive and maintain all program self-studies, review team reports, program and campus leadership responses, and the campus executive summary; distribute these materials to the University-wide Program Review Committee.
- Facilitate the presentation by the committee of its report to the UAC

University Academic Council

- Discuss the University-wide Program Review Committee's summary of learning.
- Share the University-wide Academic Review Committee summary and any associated UAC recommendations with the Chancellor, University Leadership Council and the Academic Affairs Committee of the University Board of Governors for a university action plan that complements campus-based action plans.

University Leadership Council

- Discuss campus executive summaries and identify campus trends, strengths, opportunities and weaknesses.
- Discuss the University-wide Academic Review Committee summary and any associated UAC recommendations
- Discuss and approve university action plans.

C. Specialized Review

Programs that undergo specialized accreditation reviews by professional organizations or regulatory agencies may utilize the reports resulting from those reviews as a means toward partial fulfillment of Antioch's Comprehensive Academic Review process. Aspects of Antioch's Comprehensive Academic Review that are not part of an independent accreditation review must be addressed in a separate document and submitted with the specialized accreditation review report. The Vice Chancellor of Academic Affairs reviews and authorizes requests for use of specialized professional accreditation reviews for the purpose of Antioch's Comprehensive Academic Review process. Examples of specialized accreditors are listed below:

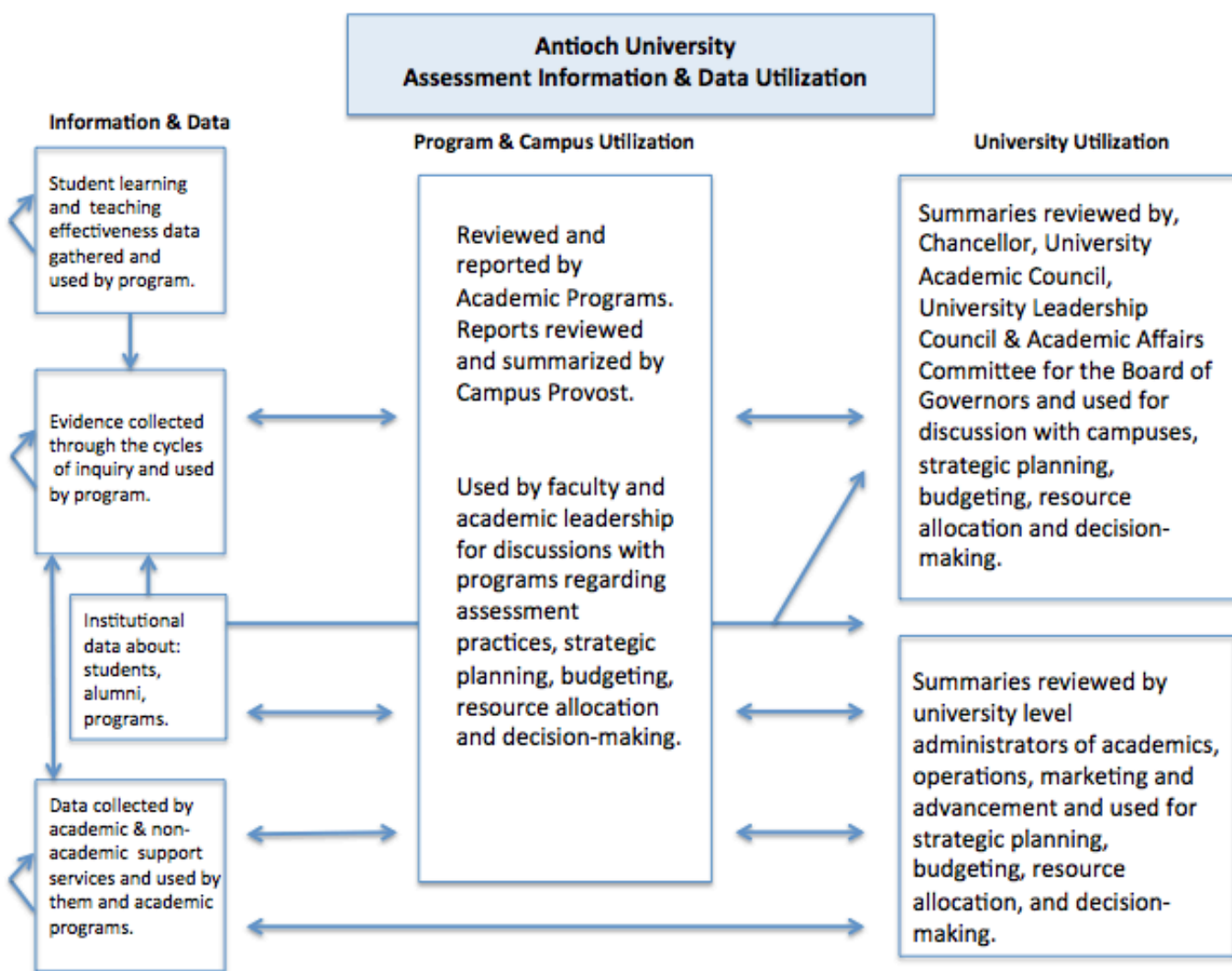
- American Psychological Association
- American Dance Therapy Association
- Association for Play Therapy
- Council for Accreditation of Counseling and Related Educational Programs
- Commission on Accreditation for Marriage and Family Therapy Education
- National and state teacher preparation program regulatory accreditors
- North American Drama Therapy Association

IV. ASSESSMENT INFORMATION AND DATA UTILIZATION

Antioch aspires to make full use of the information and data represented in Figure 3 for evaluation and improvement of student learning as an integral part of the overall Academic Assessment System (Figure 1). Previous sections of this manual detail the Program Profile and Program Review aspects of the assessment system, including assessment responsibilities of specific program, campus and university personnel.

The columns in Figure 3 represent a) information and data collected and b) the ways in which the campus and university utilize that information and data for discussions, strategic planning, budgeting, resource allocation, and decision-making. Arrows indicate pathways of communication regarding assessment-related matters. Arrows pointing back to their original box indicate the iterative process of using data to improve the program itself and its related assessment practices. Double-pointed arrows signify areas in which assessment practices are mutually informative. The information and data utilization pathways provide feedback loops for ongoing improvement of programs and assessment practices.

Figure 3. Assessment Information & Data Utilization



V. Appendixes

- A. Program Review Document Tracking Chart
- B. Evidence Useful for Program Review
- C. Annual Program Review Forms
- D. Academic Assessment Feedback Rubrics
- E. Higher Learning Commission Criteria for Accreditation
- F. References

Appendix A. Program Review Document Tracking Chart

Annual Program Review (APR) – Document Tracking

Document	Written By	Submitted To	Reviewed By
Annual Report	Program	Provost	Provost (sent to archives)
Overview, including review of APR progress toward CPRgoals	Provost	CCAO	CCAO

Comprehensive Academic Review (CPR) – Document Tracking

Document	Written By	Submitted To	Reviewed
Self-Study	Program	Provost	Review Team
Review Team Report	Review Team	Provost	Program and Provost
Program Response	Program	Provost	Provost and Campus Administrators
Campus Leadership Response	Provost	Program	Program
Campus Executive Summary	Provost	VCAA & CCAO	VCAA & CCAO
All campus CPR documents	(see above)	Office of Academic Affairs (OAA)	University-wide Program Review Committee (UPRC)
University-wide Summary of Learning	University-wide Program Review Committee	UAC	UAC
UPRC Summary with UAC Recommendations	UAC Co-chairs	ULC, Chancellor, BoG	ULC, Chancellor, BoG
All University-wide CPR documents	(see above)	OAA	(sent to archives)

APPENDIX B. EVIDENCE POTENTIALLY USEFUL FOR PROGRAM REVIEW²

Faculty Qualifications

- Academic credentials
 - National prominence
 - Qualifications of adjuncts
 - Potential for response to future needs/opportunities
 - Congruence of faculty qualifications program needs/goals
 - Faculty development opportunities
-

Faculty Productivity

- Research funding
 - Faculty publications
 - Scholarly awards
 - National standing of program
 - Teaching loads
 - Student credit hours taught
 - Dispersion of faculty FTE
 - Theses advised, chaired
 - Students supervised
 - Service contributions
 - Academic outreach
 - Collaboration with other units/ programs
-

Efficiency

- Trends in unit costs
 - Faculty/student FTE
 - Faculty/staff FTE
 - Student credit hours/faculty FTE
 - Revenues/student credit hours
 - Operating budget/faculty FTE
 - Research expenditures/faculty FTE
-

Curricular Quality

- Planning processes
 - Quality control mechanisms
 - Learning outcomes
 - Requirements for degree
 - Congruence of courses with curricular goals
 - Course coordination
 - Prerequisite patterns
 - Balance between depth and breadth
 - Percentage of courses involving active learning
 - Uniformity across multiple course sections
 - Availability of electives
 - Advising procedures
 - Role in service courses
 - Use of adjunct faculty
 - Use of student portfolios, competency-based courses
 - Curricular revision procedures
-

Pedagogical Quality

- Process for evaluation of teaching and advising
- Engagement in collaborative teaching
- Class size
- Pedagogical innovation
- Characteristics of course syllabi
- Strategies for promoting active learning
- Procedures for setting academic standards
- Adoption of technology

² Based on Wergin, J.F. (2003). *Departments that work: Building and sustaining cultures of excellence in academic programs*. San Francisco: Jossey-Bass.

APPENDIX B. EVIDENCE POTENTIALLY USEFUL FOR PROGRAM REVIEW (continued)

Student Quality

- Recruitment strategies
 - Entrance exam scores
 - Acceptance ratio
 - Monetary support
 - Demographic diversity
-

Student Productivity

- Enrollment patterns
 - Demands on students
 - Student effort
 - Retention/graduation rates
 - Degrees awarded
 - Time to degree
 - Student involvement in program activities
-

Learning Outcomes

Direct

- Evidence of mastery of generic skills
- Student achievements
- Accomplishment of learning outcomes
- Performance in capstone projects
- Performance on licensing/certification exams, standardized tests

Indirect

- Processes for evaluating learning
 - Student cognitive development
 - Student satisfaction
 - Student placement
 - Employer satisfaction
 - Alumni satisfaction
-

Adequacy of Resources

- Laboratory/computer facilities
 - Faculty offices
 - Classrooms
 - Support staff, number and qualifications
 - Enrollment capacity
-

Contribution to Institutional Mission/Values/Priorities

- Program mission/vision
- Program distinctiveness
- Centrality to institution
- Relationship to other programs
- Social benefits
- Service to continuing education
- Fit with strategic vision
- Student demand
- Employer demand

APPENDIX C. PROGRAM REVIEW FORMS



Annual Program Review Form For 2016-17 ONLY

Please submit this completed form to your Provost according to the schedule established on your campus, but no later than October 31.

I. Program

- a. Person/Role Preparing Report
- b. Campus or Unit
- c. Degree/Program/Concentrations

II. Updates

- a. Describe any recent changes as a result of last year's (2015-16) Annual Program Review.
- b. For programs that have completed a Comprehensive or Specialized Program Review, please describe progress on the goals set in that review.

III. Core Attributes

- a. Use the Core Attributes Spreadsheet provided to map how your program's Learning Outcomes and Primary Sources of Evidence relate to the Core Attributes. Submit the Core Attributes Spreadsheet with this Annual Program Review.
- b. If applicable, describe any revisions of the Learning Outcomes or Primary Sources of Evidence as a result of mapping with the Core Attributes.

IV. Enrollment Data - Persistence & Completion Patterns

- a. Describe and analyze persistence and completion data for the 2015-16 academic year. For this report, use either locally generated or university-provided data whichever best meets the needs of your program. If needed, please request university-provided data by August 31st. Data will be provided by September 15, 2016.
- b. Identify any program plans as a result of the enrollment data analysis.

V. 2016-17 Cycle of Inquiry Plans

All academic programs engage in cycles of inquiry as described in the *Academic Assessment System & Program Review Manual*.

- a. Identify the critical question(s) being investigated for the 2016-17 academic year.
- b. Describe how this inquiry is relevant to the university's mission and to program-level student learning outcomes.
- c. Identify the direct and indirect data collection methods to be used.



**Annual Program
Review Report
Template Effective
2017-18**

Please submit this completed form to your Provost according to the schedule established on your campus, but no later than October 31.

IV. Program Identification

- a. Campus or Unit
- b. Degree/Program/Concentrations
- c. Person/Role Preparing Report

V. Updates

- a. Describe any recent changes as a result of last year's Cycle of Inquiry and Annual Program Review.
- b. For programs that have completed a Comprehensive or Specialized Program Review, please describe progress on the goals set in that review.

VI. Cycle of Inquiry

All academic programs engage in cycles of inquiry as described in the *Academic Assessment System & Program Review Manual*.

- a. Identify the critical question(s) being investigated for this year's cycle of inquiry.
- b. Describe how this inquiry is relevant to the university's mission and to program-level student learning outcomes. (Note that evidence of assessment for all program-level student learning outcomes will be needed for the program's comprehensive review.)
- c. Identify the direct and indirect data collection methods to be used.
- d. Tell what you learned as a result of this inquiry. Include any analysis, graph, chart, or figure that helps to communicate the results.
- e. Identify planned action steps as a result of the inquiry and/or any plans that have already been implemented.

VII. Reflection & Plans

- d. Reflect on the effectiveness of the methods used for this cycle of inquiry.
- e. List resources needed to implement the recommendations from this inquiry.
- f. Identify any anticipated topics of inquiry for the coming year.

VIII. Enrollment Data - Persistence & Completion Patterns

- c. Describe and analyze persistence and completion data for the last academic year.
- d. Identify any program plans as a result of the enrollment data analysis.

APPENDIX D. ACADEMIC ASSESSMENT FEEDBACK RUBRICS

Program	
Critical Question	
Data Collection	Direct: Indirect:
Utilization of Results	

Cycle of Inquiry	Fully	Partially	Not at all
Critical question is addressable through empirical evidence and relates to program-level student learning.			
Multiple direct and indirect data methods are used to examine the critical question.			
Results are documented, analyzed, and clearly described.			
Annual Program Review identifies realistic action steps based on data results that have been or will be taken.			
Comments:			

Program-level Student Learning Outcomes (SLOs) and their use	Fully	Partially	Not at all
Describe what a student will know, do, and be like at the end of the program.			
Able to be examined through empirical evidence.			
Aligned with program curriculum.			
Associated with levels of performance (e.g., criteria, rubric).			
Evaluated as part of the academic assessment process.			
Aligned with core attributes and primary sources of evidence.			
Accessible to students and faculty.			
Comments:			

APPENDIX E. HIGHER LEARNING COMMISSION CRITERIA



Policy Title: Criteria for Accreditation

Number: CRRT.B.10.010

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B. The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
- 1.D. The institution's mission demonstrates commitment to the public good.
1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

- 2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.
- 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
- 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.
- 2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.
- 2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.
1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
 2. Students are offered guidance in the ethical use of information resources.
 3. The institution has and enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

- 3.A. The institution's degree programs are appropriate to higher education.
1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
- 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established

framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).
- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
 3. The institution uses the information gained from assessment to improve student learning.
 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
- 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion

rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components

- 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
 4. The institution's staff in all areas are appropriately qualified and trained.
 5. The institution has a well-developed process in place for budgeting and for monitoring expense.
- 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
 2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity.
Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Policy Number Key

Section CRRT: Criteria and Requirements

Chapter B: Criteria for Accreditation

Part 10: General

Last Revised: June 2013

First Adopted: August 1992

Revision History: Criterion Three revised August 1998; revised February 2002; revised February 2007. New Criteria for Accreditation adopted February 2003, effective January 2005; New Criteria for Accreditation adopted February 2012, effective January 2013; Revised June 2013.