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5.213 Institutional Academic Assessment and Program Review

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| Type of Policy <input checked="" type="checkbox"/> University <input type="checkbox"/> <i>Campus</i> <input type="checkbox"/> <i>Department/Unit</i> <input type="checkbox"/> Interim | | Institutional Academic Assessment and Program Review Policy 5.213 | |
| Academic Policies | | Effective date: November 30, 2016 | |
| Policy History: | Approved by: | Resolution # | Date |
| Approved | Board of Governors | 10.25.08:8 | October 25, 2008 |
| Revised | Chancellor | N/A | November 30, 2016 |
| Responsible Office | Responsible Administrator: | Contact information | Applies to: |
| Vice Chancellor of Academic Affairs | Vice Chancellor of Academic Affairs | 937-769-1890 | All University and Campus Programs |

NOTE: This policy consolidates and renames the following policies in effect on November 30, 2016:

- 5.213 Program Review Policy
- 5.219 Assessment of Student Learning Policy

I. Introduction and Purpose

A. Purposes. At the heart of Antioch as a learning organization is quality teaching and learning. Academic assessment is the ongoing reflective practice, engaged in by faculty, for the purpose of ensuring academic quality. For Antioch University academic assessment serves several purposes:

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

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 teaching and assessment 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:

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.
- 6. 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.
- 7. 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, the faculty engage with

each other to review, evaluate, and improve the educational values and experiences inherent in an Antiochian education.

II. Definitions

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

1. Communication & Creative Writing
2. Education
3. Environment & Community
4. Leadership, Management & Business
5. Liberal & Interdisciplinary Studies
6. Psychology, Counseling & Wellness

B. Academic Programs. For the purposes of this policy, 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.

C. 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.

D. 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.

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

III. Academic Assessment System

In recognition of the interconnected nature of academic assessment, Antioch has adopted a comprehensive system consisting of Program Profiles and Program Reviews that contribute to program improvement and institutional decision-making. The processes and procedures for academic assessment are articulated in the Antioch University Academic Assessment System and Program Review Manual.

A. Principles

1. The faculty of each academic program of the University will design and implement an ongoing process to assess the academic achievement of their students.
2. Assessment processes should be grounded in a conceptual framework that flows from Antioch's distinctive educational mission. This conceptual framework should describe what the faculty understands to be the relationships among the skills, knowledge and perspectives they expect students in the program to gain, the curricula they offer, the modes of teaching and learning they stress, the means of assessment they employ and the ways they plan to use the results of assessment to improve student learning.
3. Within a program, the quality standards and expectations for student demonstration of learning achievement is the same, regardless of location (on-campus or off-site) or delivery model (e.g., classroom-based or online). However, varied assessment measures may be necessary to determine the effectiveness of the modality related to student learning.
4. Processes for assessing student academic achievement, designed and implemented by the faculty of each academic program, will be evaluated as part of the program review processes.
5. Quality Criteria for Program-level Student Learning Outcomes are intended to:
 - a. Describe what a student will know, do, and be like at the end of the program.
 - b. Be observable and measureable.
 - c. Align with program curriculum.
 - d. Be associated with levels of performance (e.g., criteria, rubric).
 - e. Be evaluated as part of the academic assessment process.
 - f. Align with core attributes and primary sources of evidence.
 - g. Be accessible to students and faculty.

B. Program Profiles. In order to convey a clear and complete overview of a program and to provide necessary information to a variety of stakeholders, programs submit and regularly update a Program Profile consisting of, but not limited to, the following elements:

1. Program overview
2. Degree requirements
3. Student learning outcomes
4. Curriculum maps
5. Performance rubrics and any other tools used for student learning assessment
6. Enrollment, persistence and completion data

C. Program Reviews

1. Annual Program Reviews
 - a. All academic programs engage in a program review process and submit an Annual Program Review report on a yearly basis, in accordance with the procedures outlined in the Antioch University Academic Assessment System and Program Review Manual.
 - b. Annual program reviews include cycles of inquiry determined and engaged in by academic program faculty as a means of directly assessing program goals and student learning outcomes.
 - i. 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.
 - ii. A program's cycle of inquiry utilizes direct and indirect measures relevant to the inquiry and related to specific program student learning outcomes.
 - iii. Data collection methods, analytical results, and planned action steps are all reported in the annual program review.
2. Comprehensive Academic Reviews
 - a. The Comprehensive Academic Review process provides faculty, campus, and University leadership with an opportunity for long-range reflection on the quality, cohesiveness, and effectiveness of academic areas of study
 - b. Academic programs in related fields of study participate engage in the Comprehensive Program Review process as articulated in the Antioch University Academic Assessment System and Program Review Manual, on the schedule determined by the University Academic Council.

D. Specialized Program Reviews

1. 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.
2. Programs involved in specialized accreditation also participate in University-wide Comprehensive Academic Review Committee for their area of study. 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 to the University Academic Council with the specialized accreditation review report.

3. 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.

IV. Administrative Procedures

Administrative procedures for academic assessment and the annual and comprehensive program reviews are articulated in the Antioch University Academic Assessment System and Program Review Manual.