



Academic Assessment System
& Program Review Manual

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I. INTRODUCTION

This manual provides a comprehensive overview of Antioch's academic 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 directly related to student learning with clear sources of evidence for student learning or the achievement of student learning outcomes, and appropriate analysis methods. 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: "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 with the desire to systematically improve student learning. 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, school, and university goals and strategic directions. 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 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 engaged leadership contributing to the 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 includes the sharing of criteria, procedures, and outcomes of the review process, as well as the way the program responds to those outcomes.
- *Develop 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

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:

Self

Antioch University students attain the knowledge and critical skills of their disciplines to develop themselves personally and professionally. Students actively reflect upon those acquired knowledge and skills, as well as their own and others' values, biases, and behaviors.

Community

Antioch University students develop social and cultural responsiveness through participation in academic, civic, and professional communities. Students recognize the diverse perspectives and relational dynamics necessary to be effective community members.

Action

Antioch University students apply the knowledge, skills, and habits of mind acquired through their studies. By anchoring their professional goals in social responsibility, students take actions that advance justice 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

Institutional Definitions

Academic Schools, Divisions, or Programs

Academic Areas of Study are broad groupings of degree and academic certificate programs. Antioch University has offerings in the following academic schools, divisions, or programs:

- Distance & Extended Education
- Fine Arts
- Individualized Studies
- Graduate School of Leadership & Change
- Management
- School of Counseling, Psychology & Therapy
- School of Education
- School of Environment and Sustainability
- School of Undergraduate Studies

Academic Programs

For the purposes of this Academic Assessment and Program Review Manual, academic programs are defined as curricular subsets within academic schools or divisions, 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, such as bachelor of arts, master of arts, master of education, and doctor of education or 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 Review (APR)

Annual Program Reviews include cycles of inquiry determined and engaged in by academic program faculty. A cycle of inquiry investigates critical questions having to do with advancing the goals of 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, and completion data.

The faculty in consultation with the Dean 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. Alternatively, programs within a School may collaborate on a single annual program review if deemed suitable and in consultation with the Dean.

Comprehensive Academic Review (CAR)

The Comprehensive Academic Review process provides faculty with an opportunity for long-range

reflection on the quality, cohesiveness, and effectiveness of their program. Several aspects comprise the Comprehensive Academic Review process:

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

Like with the annual program review, the faculty in consultation with the Dean determines the organization of the Comprehensive Academic Review reports. Specializations, concentrations, or other sub-divisions within an academic program may be included in a single CAR report with descriptions regarding their relevance to the comprehensive academic review or may be separated into multiple reports that spotlight specific programs, concentrations, or specializations. Alternatively, programs within a School may collaborate on a single comprehensive academic review if deemed suitable and in consultation with the Dean.

Specialized Review

This type of review is only relevant to programs that have external accreditation requirements for which they are accountable. Similar to Antioch's Comprehensive Academic Review, the Specialized Review process includes three main aspects:

- Self-Study
- Review Team Site Visit & Report (if not already part of the specialized accreditation review process)
- Institutional Response, Planning & Collaborating.

Programs that undergo specialized review by qualified professional organizations or regulatory agencies may use those reviews toward fulfillment of Antioch's Comprehensive Academic Review. The reports generated for specialized review and Antioch Comprehensive Academic Review may be used in lieu of the Annual Program Review during the academic year in which they are submitted.

As with the comprehensive academic review, programs with specialized review must also provide their reflections on prior Annual Program Review Cycles of Inquiry and how these have led to improvements in student learning and success. Programs must also identify the critical question(s) about student learning to be used for their next annual program review cycle of inquiry, which can be directly the result of the specialized accreditation review process. This section is addressed in the Self Study portion of the specialized review report form.

Modified Annual Program Review (MAPR)

The Modified Annual Program Review process is conducted directly after a program has completed their comprehensive academic or specialized review. Like the annual program review, the modified annual program review requires program faculty to submit a critical question(s) about student learning for a future cycle of inquiry and to outline a plan for how to address the critical question(s). This report is intended to help programs center the cycle of inquiry that they described in the goal-setting section of their comprehensive academic review or in the Self Study section of their specialized review report. This is the only time a modified annual program review is submitted in place of the standard annual program review. The Modified Annual Program Review is to support programs with maintaining their regular cycles of inquiry that will be used to inform the next Annual Program Review.

Assessment Resource Team (ART)

A university resource group composed of representatives from each School and campus who meet regularly to foster knowledge and understanding of academic assessment, develop system-wide guidelines for the quality 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.

Assistant Vice Chancellor for Accreditation and Academic Assessment (AVCAAA)

The Assistant Vice Chancellor for Accreditation and Academic Assessment serves as a key member of the academic affairs executive team, responsible for leadership and oversight in the broad range of activities and initiatives necessary for assurance of academic quality across the University. These include University academic assessment activities in support of continuous improvement in student learning and teaching effectiveness, institutional and specialized accreditation. The AVCAAA oversees the work of the assessment resource team. The AVCAAA serves as the principal advisor to the Vice Chancellor for Academic Affairs and University Provost on all matters related to accreditation and academic assessment. The AVCAAA carries out the initiatives of the Vice Chancellor for Academic Affairs and Associate Vice Chancellor for Academic Affairs. The AVCAAA also collaborates with the Office of Institutional Effectiveness, the Office of Academic Personnel, and the Provosts/Deans and their teams in various academic administration endeavors.

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.

Program Head

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

School Dean

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

Deans' Council

The council is composed of the Deans 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 Faculty Senate (UFS)

The University Faculty Senate is composed of faculty representatives of all schools and divisions whose primary purpose is to enact an effective system of shared governance among faculty and administration to advance the mission, purpose and values of Antioch University, serve students, and promote a collaborative organizational culture. A secondary purpose is to provide a forum in which faculty may freely express thoughts on issues of specific and general concern to the members of the academic community for the purpose of promoting the general welfare of the University. The University Faculty Senate is a place to express and hear diverse points of view, develop and review University policy, consult, and advise other Antioch constituencies on faculty matters.

Chancellor's Cabinet

The Cabinet is the Chancellor’s executive leadership body. Composed of the Chancellor, Vice Chancellors, Legal Counsel and Special Assistant to the Chancellor, the Cabinet is charged with leadership of the university’s strategic priorities. They work closely and together with the Board of Governors, academic and administrative leadership, and other university constituents to provide leadership and guidance, develop and implement university-wide initiatives, and oversee the operations 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.

Academic Assessment Definitions

Cycle of Inquiry

A cycle of inquiry investigates critical questions having to do with advancing the goals of the program, unit, and university mission that, when addressed, will improve teaching and student learning. It is the process of posing a critical question about student learning, determining how best to answer the question, identify what data are needed to answer the question (direct and indirect evidence), and how the program will respond to the evidence used to answer the critical question (interpreting results and taking action to improve student learning). Pages 9 and 10 provide more information about the cycle of inquiry.

Critical Question

The critical question is the question of high priority that program faculty identify as essential for improving student learning. These are questions directly related to student learning including such examples as, “How well are our students meeting the learning expectations we have for them? What do we need to keep doing, and what needs to change?” Pages 9 and 10 provide more information about the critical question.

Student Learning/Student Learning Outcomes (SLOs)

Student learning outcomes clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire from an educational experience. Effective student learning outcomes statements have the following characteristics:

- Clearly expressed and understandable by multiple audiences
- Are “SMART”:
 - **Specific:** What will be achieved? What actions will be taken?
 - **Measurable:** What data will measure the goal or outcome?
 - **Achievable:** Is the goal or outcome doable for students? Are there the necessary resources, scaffolding, and skills?
 - **Relevant:** Why is this goal or outcome important? How is this goal or outcome aligned with broader program goals?
 - **Time-sensitive:** What is the time-frame for establishing the outcome or goal?
- Are updated regularly to reflect current outcomes, needs, or relevant changes to the discipline

Evidence of Student Learning

Evidence of student learning includes results of assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. portfolio) student learning as well as institutional performance indicators (e.g. licensure pass rate). Effective evidence of student learning has the following characteristics:

- Explained, analyzed, and interpreted in lay person’s language
- Contextualized to clarify what the results mean to student learning and to the program
- Presented using both text and graphics when appropriate
- Disseminated and summarized for different groups, cohorts of students, and compared with

- peer institutions or programs if appropriate or possible
- Prominently posted or linked in multiple places across the website including the Program Profile
- Updated regularly to reflect current results
- Receptive to feedback on the meaning and interpretation of the evidence

Direct Evidence

Direct evidence measures student learning by examining student work or performance directly. It can describe what students have learned and to what extent through measures such as examination scores, papers, performances, observations, or other artifacts of student work. Direct evidence offers the ability to make judgements about the relative degree of learning students have achieved. The annual program and comprehensive academic reviews encourage the gathering and use of direct evidence as much as possible and is feasible for a program. Examples of direct evidence are provided in appendix B.

Indirect Evidence

Indirect evidence implies that learning has taken place and often provides important insight about or context for interpreting direct evidence. Examples of indirect evidence include student surveys, student self-evaluations, or focus groups. At times, indirect evidence may be the only kind of evidence available for program goals aimed at cultivating dispositions, habits of mind, or attitudes necessary for students to succeed. Examples of indirect evidence are provided in appendix B.

Co-Curricular Activities

Learning activities, experiences, projects, and programs that support Antioch University's mission, vision, and core attributes and complement the formal curriculum. Examples include: study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc. There is a link on page 11 of the manual that provides more detail about co-curricular activities, the definition, and how co-curricular activities can be assessed.

E. Academic Assessment System

Antioch uses a comprehensive assessment system that highlights the interconnected nature of academic assessment, institutional metrics, and decision-making processes. 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 program assessment, review and reporting.

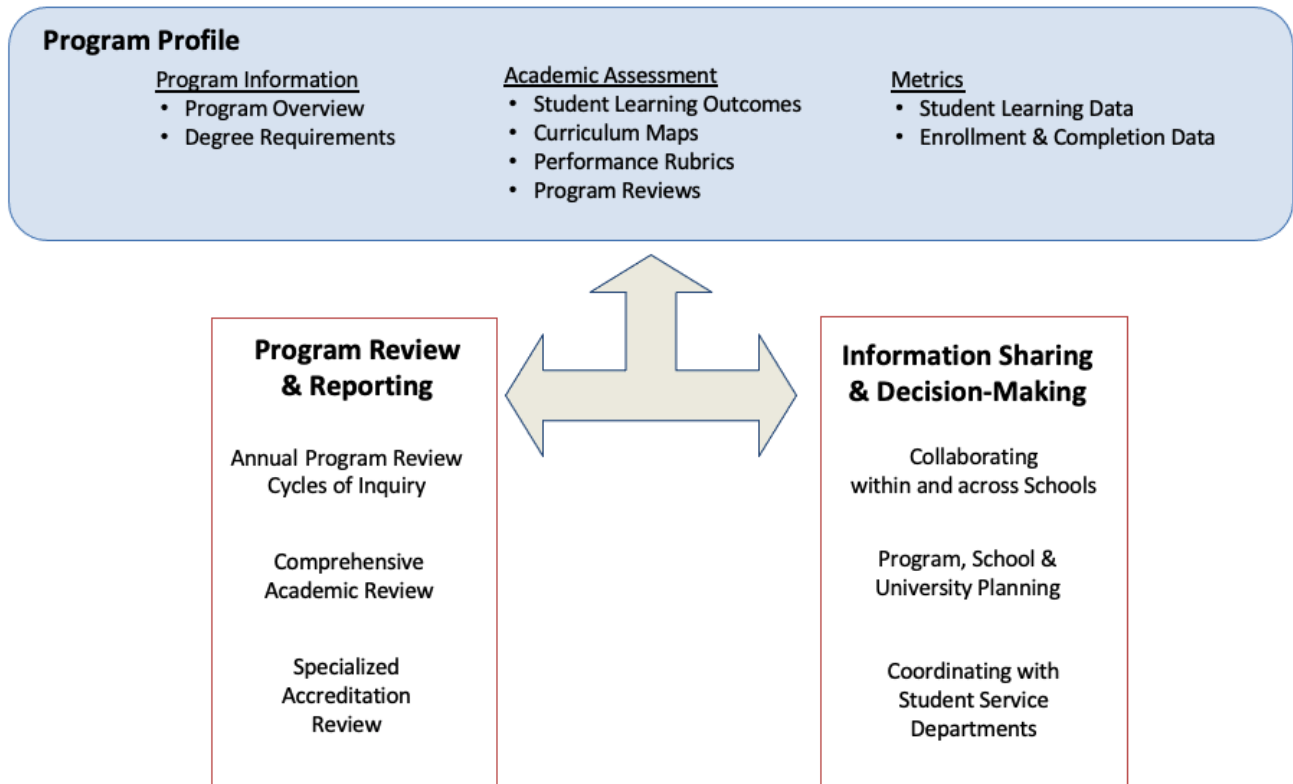
As illustrated by the arrows in Figure 1, three aspects, Program Profile, Program Review & Reporting and Information Sharing and Decision-Making, mutually inform one another in a comprehensive assessment system:

1. *A Program's Profile* supports and informs the review and decision-making processes. The profile consists of information about the program structure, tenets and metrics.
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 Sharing & Decision-making* processes informed by the Program Reviews and Program Profile lead to collaboration within Schools, organizational planning, and coordination with student service departments.

Each of 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 enable 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, student learning and program data.

The Program Profile links program information, academic assessment, and institutional effectiveness, fostering a culture of critical reflection. . The program itself, the Office of Institutional Effectiveness, and other institutional departments provide the profile information. Programs customize with information , including, at a minimum, the items listed below:

Program Information, documenting the general program features.

- Program Overview

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 (APRs, CARs, & MAPRs)
- Specialized Accreditation Reviews (if relevant)

Institutional Metrics, presenting data relevant to program status.

- Student Learning Data
- 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

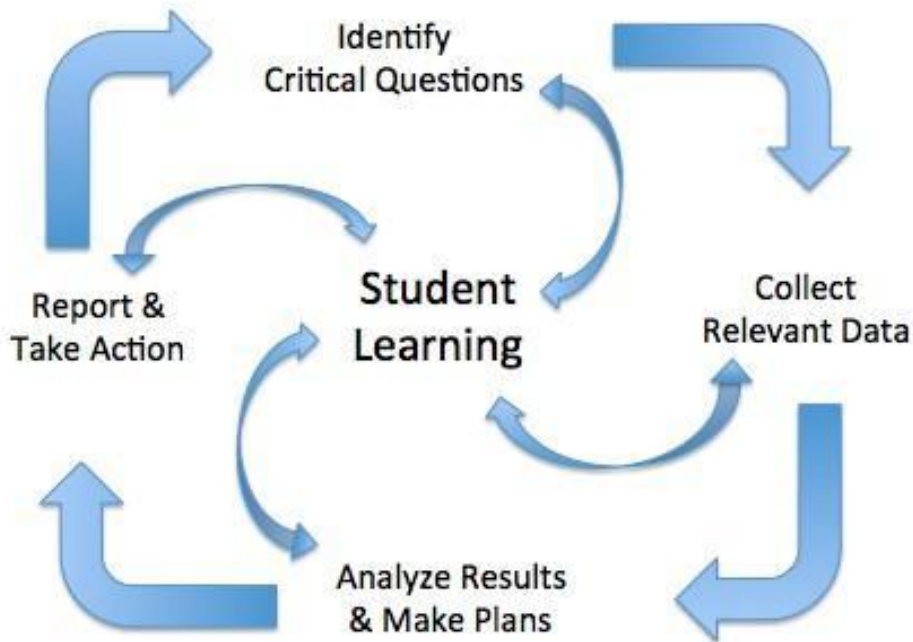
The material contained in the Program Profile informs and enables effective program review in Antioch's Academic Assessment System (Figure 1). Three types of reviews are described in this chapter: Annual, Comprehensive, and Specialized Program Review. Each of these has related, yet distinct, purposes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

A. Annual Program Review – A Cycle of Inquiry

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 to help give an overview of what programs and deans must complete..

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 improving student learning and teaching that, when addressed, will advance the program, and university mission. The program faculty 1) identify critical questions important to the program that pertain to how to improve student learning, 2) collect relevant data needed to pursue those questions, 3) analyze the data, make plans in response to the data, 4) report, and take action.

Figure 2. Cycle of Inquiry



At Antioch, the cycle of inquiry has, at its heart, the mission of the University, putting 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 examples such 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 do we help students improve their ability to conduct participatory action research?
- How effectively are we preparing students for the writing skills they need in the workplace?
- 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 are relevant to program review more broadly but will not be emphasized in the annual program review reporting. Emphasis will be on asking and answering questions that improve student learning. However, these other kinds of inquiries will still connect to the enrichment of students' learning experience and can be analyzed by programs outside the annual program review context such as the comprehensive academic review and specialized accreditation reports. 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. 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 for program improvement only. A program's cycle of inquiry may occur during an academic year or span multiple academic years depending on the nature and complexity of the inquiry. The inquiry may be connected to school 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 for the Annual Program Review final report including the following components:

I. Program Identification

- a. School/Unit
- b. Degree/Program/Concentrations
- c. Contact Person

II. Cycle of Inquiry Progress from Last Year

All academic programs engage in cycles of inquiry as described in the *Academic Assessment System & Program Review Manual* (the process is described on pages 11 and 12; academic assessment definitions are provided on pages 7 and 8).

This section is where to report on your program's progress on last year's annual program review cycle of inquiry.

- a. Identify the critical question(s) about student learning under investigation from the last cycle of inquiry.
- b. Describe why this inquiry was a priority.
- c. Identify the direct and indirect data collection methods used. Reflect on the effectiveness of the methods used for this cycle of inquiry.
- d. Report what you learned and what action steps you took in response to the results. Include any analysis, graph, chart, or figure that helps to communicate the results.
- e. List resources needed to implement any recommendations resulting from your analysis of what you learned.

III. Reflection & Plans for This Year's Cycle of Inquiry

This section is where to report on your program's critical question(s) for this year's annual program review cycle of inquiry.

Note: This year's cycle of inquiry can be either a new cycle of inquiry or a continuation of last year's cycle of inquiry process if your program is still analyzing a prior year's critical question(s).

- a. Identify the critical question(s) about student learning that you plan to (or will continue to) investigate for this year's cycle of inquiry.
- b. Describe why this inquiry is or continues to be a priority.
- c. Identify the direct and indirect data collection methods you plan or will continue to use.
- d. Identify planned action steps for the coming year's cycle of inquiry, whether it is a continuation of your cycle of inquiry from last year or a response to what you learned as a result of last year's inquiry. Please include any plans that have already been implemented.
- e. List resources needed to complete the inquiry.
- f. If the inquiry is still in process from the prior year's cycle of inquiry, identify any changes to the original plans (methods, timeline, etc.) that you may be considering.

IV. Co-curricular Activity

Examples are provided in [Antioch definition and assessment of co-curricular activity](#), and a definition is provided on page 8 of the manual.

- a. What, if any, co-curricular activities did your program offer since the last annual program review?
- b. Was student learning assessed?
- c. If student learning was assessed, what direct or indirect methods were used for assessment? How

- effective was the activity in supporting student learning?
- d. What would you plan for future events based on this information?

V. Student Data Analysis & Plan

- a. Enrollment, Persistence, & Completion Data. Analyze and describe the enrollment, persistence, and completion data provided by the Office of Institutional Effectiveness (OIE).
 - i. Identify any program plans as a result of the enrollment data analysis.
 - ii. If you have any questions about these data, please contact Cyndi Cain Fitzgerald (ccain@antioch.edu).

Annual Program Review - Institutional Process Timeline

April - September

- Program faculty
 - Reflect on what was learned by previous year's cycle of inquiry, prepare report, update program profile, propose what upcoming cycle of inquiry will be addressed for the current academic year.

September - October

- Program faculty
 - Identify critical questions about student learning for the cycle of inquiry for the current academic year.
 - Prepare the Annual Program Review Report using the form provided.
 - Submit the Annual Program Review to the School Dean in accordance with the schedule set by the School, but no later than October 31.
 - Archive the Annual Program Review reports in the the Program Profile

October - June

- Program faculty
 - Pursue the identified cycle of inquiry (data collection and review of evidence, meaning making and response).
- School Dean
 - Talk with program faculty about results and reviews APR feedback rubric (appendix C.).
 - Use the information contained in the reports to inform School-based discussions (e.g., strategic planning)
 - Collaborates with the programs to identify goals requiring resource allocation that are to be included in priority setting and budget development and planning processes (using the APR feedback rubric in appendix C.).
 - Shares reports with School, Deans, and University Leadership.

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 that includes the following elements:

1. Consistently high quality academic assessment processes university-wide,
2. Relevant cycles of inquiry rooted in improving student learning that are determined by program faculty, and
3. Flexibility regarding how assessment oversight is administered at the school level.

The following quality criteria, articulated responsibilities, and associated feedback rubric (appendix C.) are designed to foster consistency of quality practices across the university, as well as flexibility as to how the criteria are implemented. The accompanying rubric in Appendix C is designed to be used by the Dean in discussion with the program chair during the fall or winter term. This can be used as formative feedback but is also meant to be a tool for deans to ascertain their alignment with program's interpretations of their results and needs for program improvement. The rubric is also meant to assist deans in communicating with programs to help allocate resources to enhance student learning and program effectiveness.

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 with direct data methods being prioritized as sources of evidence for student learning.
- 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 to improve student learning.

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.
- Align with the program curriculum and AU core attributes.
- Associated with primary sources (direct) of evidence and levels of performance (e.g., criteria, rubric).
- Evaluated as part of the academic assessment process.
- Accessible to students and faculty.

Annual Program Review - Articulating the Responsibilities

Assessment Resource Team

- Reviews and updates Academic Assessment Manual, quality criteria, and resources on an ongoing basis.
- Supports academic programs and assessment processes including supporting accreditation needs.
- Makes recommendations regarding academic assessment processes and resources.

Assistant Vice Chancellor for Accreditation & Academic Assessment

- Supports and coordinates annual and comprehensive program reviews.
- Distributes annual program review forms and supporting materials to the Schools.
- Provides means for archiving assessment materials and reports.
- Informs Schools of accreditation requirements pertaining to annual program review and academic assessment.
- Collaborates with the Assessment Resource Team, Deans, and Program Heads to maximize assessment efforts for improving student learning and teaching effectiveness.

School Dean

- Distributes annual program review and supporting materials to program faculty.
- Oversees and models quality of academic assessment processes.
- Completes Annual Program Review Feedback Rubric (see appendix C.).
- Discusses feedback (based on APR Feedback Rubric) with programs to encourage continued program success and foster improvement where identified.
- Identifies areas of alignment and areas of concern and discusses these with the academic program head to achieve clarity, understanding, and a shared vision for how to help advance the program.
- Uses academic assessment results for planning, decision-making, and resource allocation.

Academic Program Head

- Ensures broad faculty involvement in cycles of inquiry.
- Coordinates the completion of the Annual Program Review report.
- Maintains documentation of academic assessment activities in the Program Profile.
- Submits the completed report to the School Dean.
- Meets with the Dean to operationalize goals, receive Dean's feedback, and to determine budgeting and resource needs in response to the review.
- Incorporates program review findings in program decision-making processes.

Deans' Council

- Receives annual program review summary from Deans.
- Identifies potential opportunities for collaboration and partnerships.
- Identifies potential areas of concern or challenges that require additional planning and support.

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, School and unit levels. The faculty reflect on the cycles of inquiry pursued in Annual Program Reviews, examine the successes and challenges encountered by the academic program, and identify promising goals. The Comprehensive Academic Review process includes three main aspects:

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

When possible, academically similar programs within a School conduct Comprehensive Academic Reviews concurrently every six years. Faculty representatives from each academic program may participate in a support work group, convened by the School Dean. Within the school, programs utilize program review to engage in reflective practice activities such as the following:

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. Analyze student learning outcomes and teaching effectiveness,
5. Identify strategies to support student success,
6. Identify opportunities for collaboration, and
7. Identify actionable plans for addressing program challenges, resource needs, and improving student learning.

Comprehensive Academic Review is embedded in the context of the Antioch University Academic Assessment System framework (Figure 1) and the Higher Learning Commission's expectations regarding academic quality and student learning (Appendix F). The Self-Study utilizes the Program Profile and the Annual Program Review cycles of inquiry as the basis for review, reflection, and planning. A document tracking chart appears in Appendix A to help give an overview of what programs, review teams, and deans must complete. Appendix E. provides a visual timeline for completing the comprehensive academic review including the site team visit, the team report, the program's response to the team report, and the dean's executive summary. The outline below identifies the required components of the Comprehensive Academic Review Self-Study.

Comprehensive Academic Review - Self Study Components

I. Program Context

- A. State the program mission. Describe how the program mission relates to the [university mission and core attributes](#).
- B. Provide an overview of the program origin and history. Copy and build from prior reviews, note significant changes since the last Comprehensive Academic Review (program mission, outcomes, new partnerships, initiatives, concentrations, etc.).

II. Changes in the Field

- A. Briefly note any relevant changes that have occurred in the program's field and that impact your program. This could include factors such as discipline developments, technology advances, enrollment patterns, competitive landscape, and the employment environment.
- B. Reflect on how these changes have or will affect the program in terms of curriculum, pedagogy, program and student learning outcomes.

III. Students

- A. List admissions criteria.
- B. Link to reports of full- and part-time student counts for the past six years or since the last comprehensive review, including the current academic year.
 1. Enrollment, persistence, & completion average rates by year
 2. Student demographic averages by year (ethnicity/race, gender , etc.)
- C. Describe recruitment, retention, and completion strategies and their effectiveness.
 1. Note: If this is currently unknown or hard to discern for your program, please describe what the barriers or challenges are to better understand your program's recruitment, retention, and completion efforts and effectiveness.
- D. Describe current and future plans for addressing any enrollment, persistence, and completion concerns that might be relevant.

IV. Faculty

- A. Provide full- and part-time faculty counts for the past six years or since the last comprehensive review, including the current academic year.
 1. Full- and part-time faculty counts by year
 2. Faculty demographic averages by year (ethnicity/race, gender , etc.)
 3. Ratio of faculty to students by year
- B. Describe strategies for recruiting and retaining qualified faculty and their effectiveness (e.g., challenges with faculty retention over time or recently, issues with faculty qualification).
 1. Note: If this is currently unknown or hard to discern for your program, please describe what the barriers or challenges are to better understand your program's recruitment and retention of qualified faculty.
- C. Describe the extent to which full- and part-time faculty are involved in continuous program improvement (e.g., curriculum and program development, pedagogical conversations, program guidelines and procedures).
- D. Describe how faculty are surveyed about their satisfaction with their workload, the

program, etc. and how that feedback is used.

1. Submit examples of how faculty satisfaction is assessed (e.g., feedback meetings with the chair, surveys, etc.).
 2. Provide faculty feedback data (faculty survey results as well as other feedback provided through faculty meetings, focus groups, etc.) for the past six years or since the last comprehensive review, including the current academic year.
 3. Note: If faculty feedback is not consistently solicited, explain the barriers to acquiring faculty feedback and plans for improvement or areas of support needed by the institution.
- E. Describe professional development opportunities the program has provided or funded for faculty (i.e., professional development in response to changes in the field, and/or for the purposes of improving faculty teaching effectiveness or other faculty-specific needs).
- F. Describe the mentoring/support available and its effectiveness for full- and part-time, and new faculty.
- G. List notable faculty accomplishments, honors, or grants.
- H. Provide link to curriculum vitae for full- and part-time faculty.

V. Curriculum, Instruction, & Teaching Effectiveness

- A. List the program's student learning outcomes.
- B. Link student learning outcomes to curriculum map (e.g., chart or table that links program and student learning outcomes to program courses and key assessment activities).
- C. List the primary learning activities (e.g., course capstones or other activities that engage students in knowledge or skill creation, research, and scholarship) and describe how they both move students toward degree completion and demonstrate learning.
- D. Describe program delivery modalities that are used (i.e., in-person, low residency, online only).
- E. Describe how teaching effectiveness is evaluated.
 1. Submit examples of how teaching effectiveness is assessed (e.g., course evaluation questions about instruction, rubrics used to evaluate teaching through observation).
 2. Describe any findings/observations derived from the methods used to evaluate teaching effectiveness.
 3. Note: If teaching effectiveness data are not consistently assessed, explain the barriers and plans for improvement or areas of support needed by the institution to adequately assess teaching effectiveness.
- F. What changes have been made by faculty and/or program leadership based on the result of evaluating teaching effectiveness (e.g., mentoring, professional development for an instructor, coaching, etc.)?
 1. Bonus: If known, describe how effective these changes have been in addressing teaching effectiveness results?
- G. Describe how the program engages with Antioch's academic support services (e.g., library, writing support, disability support, etc.) to help promote student success

and retention (e.g., specific instructional programming offered through the library or writing center or other ways your program has been actively connecting students to these other support services).

- H. Describe co-curricular and extra-curricular activities and their link to Antioch's mission and how they complement the curriculum.

VI. Student Learning & Success

- A. Reflections on Cycles of Inquiry
 - 1. Summarize the overall themes and results from the program's past cycles of inquiry (for the past six years or since the last comprehensive review).
 - 2. Describe how the program's past cycles of inquiry have led to improvements in student learning and success (for the past six years or since the last comprehensive review).
- B. Describe how students' preparedness for the program is assessed (e.g., writing samples, interview role plays, application criteria, writing courses).
 - 1. Submit examples of how student preparedness is assessed.
 - 2. Provide data of student preparedness for the past six years or since the last comprehensive review, including the current academic year.
 - 3. Note: If student preparedness data are not consistently assessed, explain the barriers and plans for improvement or areas of support needed by the institution to adequately assess student preparedness.
- C. Describe how student achievement of student learning outcomes (SLOs) is assessed (Note: this can include what programs have done as part of their cycles of inquiry and other methods of assessment).
 - 1. Submit examples of how student achievement of student learning is assessed.
 - 2. Provide SLO data for the past six years or since the last comprehensive review, including the current academic year.
 - 3. Note: If SLOs are not consistently assessed, explain the barriers to assessment and plans for improvement or areas of support needed by the institution to adequately assess student learning.
- D. What changes have been made by faculty and/or program leadership based on the result of SLO assessment (e.g, changes to a signature assignment, the addition of a course, etc.)?
 - 1. Bonus: If known, describe how effective these changes have been in addressing the SLO assessment results?
- E. Please describe other student success data for both current students and alumni that may be relevant to your program, such as:
 - 1. Specialization/certificate/concentration enrollment and completion
 - 2. Employment rates/licensure examination pass rates
 - 3. Post-graduate licenses awarded
 - 4. Time to license completion rates
- F. Describe how students provide feedback about their experience and satisfaction in the program (e.g., surveys, town hall meetings, advising appointments, course evaluations, student representatives at program meetings).
 - 1. Submit examples of how student feedback is acquired.

2. Provide student feedback data (student survey results and other forms of feedback provided via town halls, focus groups, etc.) for the past six years or since the last comprehensive review, including the current academic year.
3. Note: If student feedback is not consistently solicited, explain the barriers to acquiring student feedback and plans for improvement or areas of support needed by the institution.

VII. Goal-setting & Needs Assessment

- A. Identify insights from this review, summarizing the program's areas of strength and areas for improvement.
- B. List short and long-term goals for the program. Briefly describe the ways in which the goals contribute to the university mission and core attributes.
 1. Note: Goals can be informed by past cycles of inquiry and other methods employed by programs to improve student learning and success and to enhance teaching effectiveness.
- C. Identify resources necessary for addressing the goals, including the following:
 1. Requests for additional funding
 2. Present and projected staffing needs
 3. Additional or new learning/teaching materials and/or equipment
- D. Identify the critical question(s) about student learning to be used for the program's next annual program review cycle of inquiry (this can derive from the goal-setting and needs assessment section of this comprehensive academic review).

Comprehensive Academic Review - Review Team

Purpose

A critical part of the Comprehensive Review is the work of a Review Team composed 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.

Programs that undergo specialized review by qualified professional organizations or regulatory agencies may utilize those reviews toward fulfillment of Antioch's Comprehensive Academic Review as described in section *V. Specialized Review*.

The reports generated for specialized review and Antioch Comprehensive Academic Review may be used in lieu of the Annual Program Review during the academic year in which they are submitted.

Team members

The review team is composed of a minimum of three individuals. One or two should be faculty members with appropriate expertise from another School. One faculty member may be within the same School, but from another program. At least one reviewer must be external to the University. The external member chairs the committee, leads the 1-2 day site visit, and prepares the Review Team Report and Comprehensive Academic Review Feedback Rubric (see appendix D.) with participation of the other members.

The program is asked to submit the names of several potential external review team members. The Dean chooses and contacts one or more reviewers from the list to assess availability and explain the process. It is possible that the Dean may also select other reviewers. The Dean 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 School. The School 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. The internal member's participation is considered part of his/her service to the university, and thus this individual is not paid for this work. Guidelines for calculating Program Review expenses are provided by the Finance Office as part of the budget development process upon request.

Site Visit

The review team should receive and review the program's self-study at least two weeks before the site visit. The visit is typically one - two days. Depending on the issues and questions being explored, the site visit usually includes meetings with faculty, students, and alumni, examination of sample student work, and meetings with the unit head and other members of the School.

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 program head to create a schedule that addresses the team's requests. The program head may need to seek the Dean's assistance in preparing adequately for the site visit. The Site Visit may be conducted remotely as determined by the Office of Academic Affairs and School Dean.

Review Team Report & Feedback Rubric

The review team chair leads the preparation of the report of the site visit and schedules a phone call or meeting with the program head and Dean to clarify any questions that the review team may still have. The review team chair submits the finalized report to the unit head and dean 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.
- Recommendations for improvement in meeting program and institutional goals.
- Completion of the CAR Feedback Rubric (appendix D.).

Comprehensive Academic Review - Institutional Response, Planning, & Collaboration

Program Response

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

1. Response to Review Team Report & Feedback Rubric
 - a. Describing how the Review Team report and feedback rubric 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 any shared questions established across programs.
 - c. Timeline and primary personnel responsible for actions.
 - d. Budgetary and resource implications.

In preparing the response, program faculty meet with the Dean and other appropriate administrators to assure a broad understanding of program-based and school-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 Dean.

School Dean Response

The Dean 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 plans of action, along with budgetary and personnel commitments should then be folded into the school's budgetary and strategic development process.

Executive Summary

The Dean prepares an executive summary that includes a timeline of review activities, major findings, and resource allocation recommendations, to be shared with the Vice-Chancellor of Academic Affairs.

The Dean submits the full set of materials, self-study, team report, program response, and dean's response and executive summary to the Office of Academic Affairs' for institutional archiving.

Office of Academic Affairs

The Assistant Vice Chancellor for Accreditation and Academic Assessment shares the executive summary and any associated recommendations with the Vice Chancellor of Academic Affairs and presents these to the academic affairs committee, which is chaired by one of the members of the board of governors. The summary will be provided to inform university-wide action plans that complement school-based action plans.

Comprehensive Academic Review - Institutional Process Timeline

(for Specialized Review see additional information in section C. below)

April - September

- Dean
 - Discuss comprehensive review plans with academic programs by April.
 - Finalize Comprehensive Academic Review timelines for programs by end of May in collaboration with the Asst. VC for Accreditation and Academic Assessment.
 - Inform programs of timelines and help prepare programs in their planning by end of May.

- Program faculty
 - Review the components of the comprehensive academic review form.
 - Reflect on what was learned by previous cycles of inquiry and other points of inquiry the program has had related to program improvement.
 - Begin to coordinate faculty to address key components of the review.
 - Begin to organize program materials, evidence, etc. to address review components.
 - Plan to submit a modified Annual Program Review for this academic year while working toward completion of the Comprehensive Academic Review to be due the following academic year.

September - December

- Program faculty
 - Work on Comprehensive Academic Review Report (Self Study) using the form provided in this manual in lieu of submitting an annual program review (normally the annual program review report would be due by October 31st).
 - Recommend external review team members to the Dean by December.

September - February

- School Dean
 - Appoint Review Team by end of January.

- Program faculty
 - Continue to conduct and write the Comprehensive Academic Review Report to be completed by end of February.

January - March

- School Dean
 - Schedule Review Team Site Visit by end of February
 - Confirm the completeness of the program's self-study and readiness for distribution to the review team.
 - Send Comprehensive Academic Review (Self-Study) Report to Review Team by early-to-mid March (at least 4 weeks prior to the scheduled site visit).

March - June

- Review Team
 - Conduct Site Visit in March-April.
 - Submit Review Team Report and complete CAR Rubric (Appendix D) to Dean within 30 days after final site visit.

- School Dean
 - Distribute Review Team Report to Program Faculty in April-June.

May - August

- Program faculty
 - Submit a response and action plan to the Dean addressing the Review Team Report.
- School Dean
 - 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.
 - Prepare Executive Summary

August - October

- Program faculty
 - Begin action plan based on review team feedback and goals outlined in the comprehensive academic review (self study) report.
 - Submit comprehensive review report, review team report, program response and action plan, and dean's executive summary by October 31st in lieu of the annual program review report.
- School Dean
 - Share Executive Summary (2-5 page summary) with program faculty, the Vice Chancellor for Academic Affairs, the Deans' Council, and the Assistant Vice Chancellor for Accreditation & Academic Assessment.
 - Present the Executive Summary at the Deans' Council by the end of October.

October - December

- School Dean
 - Meet with the program head to discuss the program goals and plan of action, and resource needs.
 - Coordinate planning and decision-making within the School based on review results.
 - Incorporate action plan into the budget development and planning process.
- Office of Academic Affairs (OAA)
 - Share the executive summary and any associated recommendations with the Vice Chancellor of Academic Affairs.
 - Present to the academic affairs committee, which is chaired by one of the members of the board of governors to inform university-wide action plans that complement school-based action plans.
 - Archive all Comprehensive Academic Review documents within the university's academic repository.
- *Dean's Council*
 - Discuss executive summaries and identify trends, strengths, opportunities and weaknesses.
 - Discuss resource allocation and approve university action plans.

Comprehensive Academic Review - Articulating the Responsibilities

Academic Program 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 Dean.
- Assemble a team to 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.
- Collaborate with the Dean to implement recommendations for strategic planning and budget development.

Dean

- Inform 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 distribute it 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 executive summary to the Dean's Council.
- Place the self-study, review team report, program and campus leadership response, and campus executive summary in the Program Profile.
- In collaboration with the academic program head, use academic assessment results for planning, decision-making, and resource allocation.

Office of Academic Affairs

- Receive and maintain all program self-studies, review team reports, program and leadership responses, and the executive summary; distribute these materials.
- Share the executive summary and any associated recommendations with the Vice Chancellor of Academic Affairs.
- Present to the academic affairs committee, which is chaired by one of the members of the board of governors to inform university-wide action plans that complement school-based action plans.

Dean's Council

- Discuss executive summaries and identify trends, strengths, opportunities and weaknesses.
- Discuss resource allocation and approve university action plans.

C. Specialized Review

Antioch's Specialized Academic Review process includes three main aspects:

- Self-Study (see below for more details)
- Review Team Site Visit & Report
- Institutional Response, Planning & Collaborating.

Programs that undergo specialized review by qualified professional organizations or regulatory agencies may utilize those reviews toward fulfillment of Antioch's Comprehensive Academic Review. The reports generated for specialized review and Antioch Comprehensive Academic Review may be used in lieu of the Annual Program Review during the academic year in which they are submitted.

Specialized review must be based on established professional standards, conducted by credentialed experts in the field, and occur on a regular timetable. The Vice Chancellor of Academic Affairs authorizes requests for use of specialized reviews for the purpose of Antioch's Comprehensive Academic Review process. Examples of specialized accreditors are listed below:

- American Psychological Association (APA)
- American Dance Therapy Association (ADTA)
- American Art Therapy Association (AATA)
- Association for Play Therapy (APT)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- National and state teacher preparation program regulatory accreditors
- North American Drama Therapy Association (NADTA)
- State Departments of Education

Specialized Review Components. For Antioch's Comprehensive Academic Review process, programs submit their specialized review self-study and the components of Antioch's Comprehensive Academic Review that are not part of the specialized self-study through a modified process outlined below:

I. Self-Study

- a. Submit the most recent specialized self-study report.
- b. Submit a reflection on prior Annual Program Review Cycles of Inquiry.
 - i. Summarize the overall themes and results from the program's past cycles of inquiry (for the past six years or since the last comprehensive review).
 - ii. Describe how the program's past cycles of inquiry have led to improvements in student learning and success (for the past six years or since the last specialized accreditation review).
- c. Identify the critical question(s) about student learning to be used for the program's next annual program review cycle of inquiry (this can derive from the goal-setting and recommendations noted in the specialized accreditation review report).

II. Review Team Site Visit & Report

- a. Submit the most recent specialized review team site visit report. If a review team site visit was not part of the specialized review, engage in the review team process as described in this manual (see pages 23 and 24).

III. Institutional Response, Planning & Collaborating

- a. Discuss review results with the School Dean. Incorporate the update into budget development and planning processes.
- b. Faculty share review results and coordinate with School colleagues.
- c. Dean prepares executive summary and follows the process as described in the Comprehensive Academic Review Process above.

D. Modified Annual Program Review

Antioch's Modified Annual Program Review process is conducted directly after a program has completed their comprehensive academic or specialized review. This report is intended to help programs center the cycle of inquiry that they described in the Goal-Setting section (see page 22) of their comprehensive academic review or in the Self Study section of their specialized review report (see page 29). **This is the only time a modified annual program review is submitted in place of the standard annual program review.** The Modified Annual Program Review is to support programs in maintaining their regular cycles of inquiry that will be used to inform the next Annual Program Review.

Program faculty must complete and submit the following components to the Dean no later than **October 31st**.

I. Program Identification

- a. School/Unit
- b. Degree/Program/Concentrations
- c. Contact Person

II. Proposed Cycle of Inquiry

All academic programs engage in cycles of inquiry as described in the *Academic Assessment System & Program Review Manual* (the process is described on pages 11 and 12; academic assessment definitions are provided on pages 7 and 8).

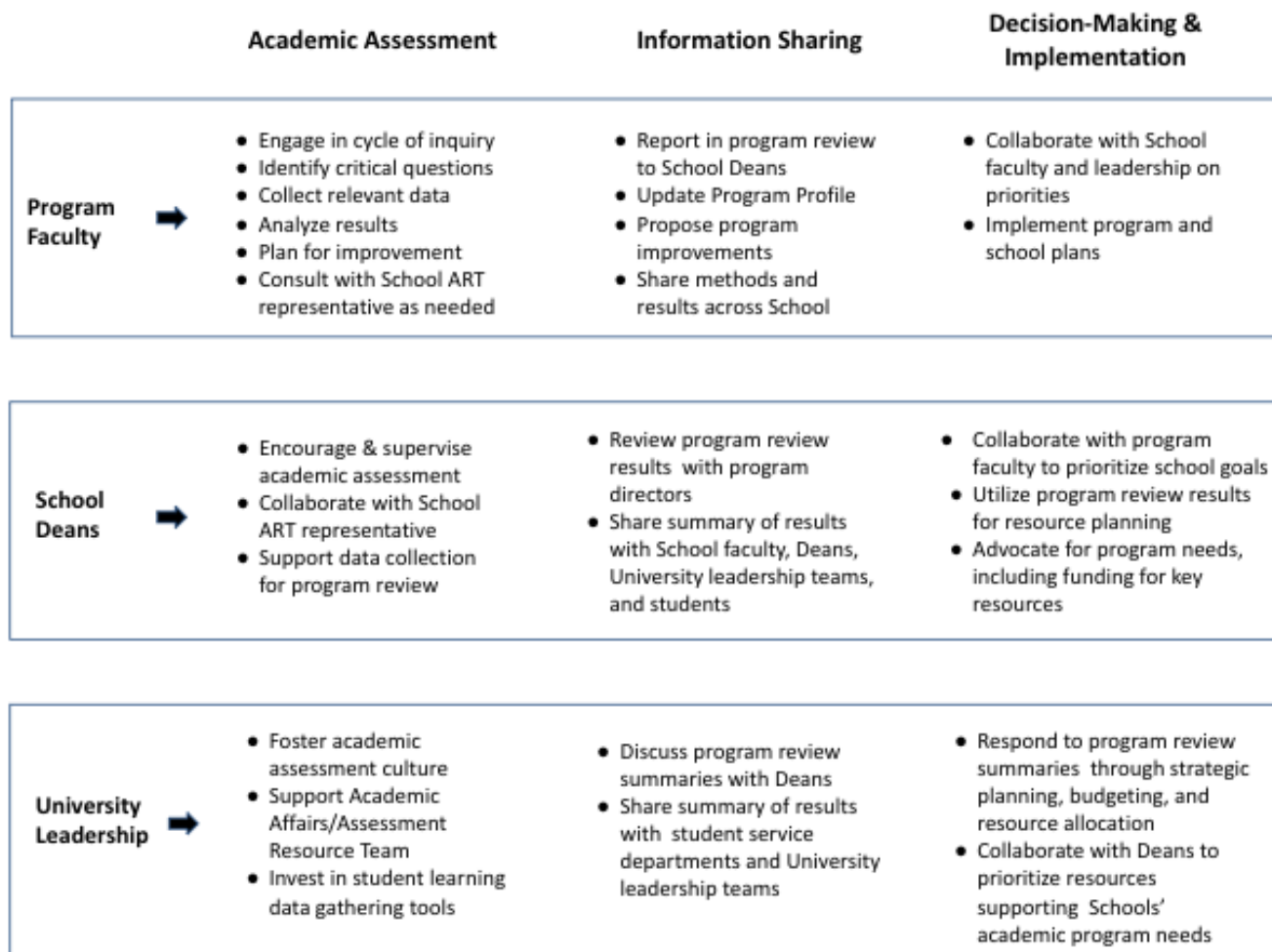
This section is where to report on your program's proposed critical question(s) about student learning.

- a. Identify one or more potential critical questions about student learning to be used for the program's next annual program review cycle of inquiry (after final completion of the comprehensive academic or specialized review).
- b. Identify the direct and indirect data collection methods you plan to use.
- c. Identify planned action steps for the coming year's cycle of inquiry.
- d. List resources needed to complete the inquiry.

IV. Information Sharing, Decision-Making & Implementation

Antioch aspires to make full use of information and data for program evaluation and improvement of student learning. Previous sections of this manual detail the academic assessment system, program review, cycles of inquiry, and the responsibilities of specific program, school, and university personnel. Figure 3 below represents ways in which the program, School, and university utilize information and data for planning, budgeting, resource allocation, and decision-making.

Figure 3. Academic Assessment Information Sharing, Decision-Making & Implementation



Appendix A. Program Review Document Tracking Chart

Annual Program Review (APR) – Document Tracking

Document	Written By	Submitted To	Reviewed By
Annual Program Review	Program	Dean	Dean & School faculty
Annual Program Review Feedback Rubric & Executive Summary	Dean	Program Chair & Dean's Council	Program Chairs & Dean & Dean's Council

Comprehensive Academic Review (CAR) – Document Tracking

Document	Written By	Submitted To	Reviewed By
Self-Study	Program	Dean	Dean and Review Team
Review Team Report & Feedback Rubric	Review Team	Dean	Program and Dean
Program Response	Program	Dean	Dean
School Leadership Response	Dean	Program	Program
School Executive Summary	Dean	VCAA & Dean's Council	School faculty, VCAA & Dean's Council
School CAR documents	(see above)	Office of Academic Affairs (OAA)	Archived

APPENDIX B. EVIDENCE POTENTIALLY USEFUL FOR PROGRAM REVIEW

Faculty Qualifications

- Academic credentials
 - National prominence
 - Qualifications of adjuncts
 - Potential for response to future needs/opportunities
 - Congruence of faculty qualifications with 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 exams, capstone courses
 - Curricular revision procedures
-

Student Quality

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

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
-

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 evaluations
- Evaluation of a random sample of student writing (scored with a rubric)
- Evaluation by internship supervisor
- Performance in capstone projects or portfolios
- Performance on licensing/certification exams, standardized tests
- Other faculty evaluation of student work in assignments, projects, performances, presentations, quizzes, exams, or thesis
- Pre-post assessments (measuring student change over the course or program)

Indirect

- Processes for evaluating learning
- Student cognitive development
- Student satisfaction/surveys
- Focus groups
- Student self-evaluations
- Student placement
- Employer satisfaction
- Alumni satisfaction/surveys
- Exit interview

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: ANNUAL PROGRAM REVIEW FEEDBACK RUBRIC FOR DEANS TO COMPLETE

School					Dean						
Program			Program Chair			Academic Year					
Criteria <i>Standard for this Area of the APR</i>			1	2	3	4	Feedback				
Results from Prior Cycle of Inquiry (Section II. d. & e.)											
Results are documented, analyzed, and clearly described. (II. d.) (Skip if this is the first cycle of inquiry for the program or if this cycle has not yet gotten to results.)											
Realistic action steps and resource needs are identified based on results. (II.d. & e.)											
Cycle of Inquiry & Critical Question(s) (Section III. a., c., d., & e.)											
Critical question(s) is addressable through empirical evidence. (III.a.)											
Critical question(s) directly relates to program-level assessment of student learning. (III.a.)											
Multiple direct and indirect data methods are used or planned to be used to examine the critical question(s). (III.c.)											
Action steps clearly outlined and tied to the critical question(s). (III.d.)											
Resource needs are clearly linked to the critical question(s). (III.e.)											

1 = Standard Not Met

2 = Standard Partially Met

3 = Standard Met

4 = Exceeds Standard Expectations

Dean & Program Alignment with the APR Report (Section III. d. & e. & Section V.)		
Areas of Concern or Divergence*	Criteria <i>Areas where Dean and Program should achieve sufficient alignment to take appropriate action, provide needed resources, and be responsive to trends in the program's student data.</i>	Areas of Support & Next Steps
	The dean supports the program's identification of action steps between now and the next annual program review. (III.d.)	
	The dean supports the program's resource recommendations and requests. (III.e.)	
	The dean supports the program's reflections and analysis of student data (enrollments, persistence, & completion). (Section V.)	
<u>Summary & Action Steps:</u>		

*Please discuss with the program chair to address any areas of growth or recommendations and to discuss areas within the analysis where there is not sufficient agreement or there are concerns. The hope is that active discussion between the dean and programs will foster growth, collaboration, and meaningful action steps for programs.

Dean's Name:
Date:

Dean's Signature:

Academic Program Head Name:
Date:

Academic Program Head Signature:

APPENDIX D. COMPREHENSIVE ACADEMIC REVIEW RUBRIC FOR REVIEW TEAMS TO COMPLETE

School	Program
Dean	Program Chair
Review Team Chair	

Changes in the Field	Fully	Partially	Not at all
Changes in the field and how they affect the program are clearly described and accounted for in program development (if relevant).			
Students	Fully	Partially	Not at all
Faculty reflect on and develop student enrollments, retention, and completion strategies.			
Faculty reflect on and analyze student enrollments, retention, and completion data and have plans to address what they see as shortcomings or challenges.			
Faculty	Fully	Partially	Not at all
Strategies for recruitment and retention of qualified faculty are demonstrated to be effective. If these are unknown, the barriers and a plan to address these challenges are clearly described and actionable.			
Faculty are engaged in continuous program improvement and are offered opportunities to provide feedback about their work conditions. Any barriers to effective solicitation of faculty feedback is clearly explained with clear and realistic plans articulated for improvement (if relevant).			
Faculty are provided adequate professional development opportunities as well as mentoring and support.			
Curriculum, Instruction, & Teaching Effectiveness	Fully	Partially	Not at all
The primary learning activities effectively demonstrate learning and move students toward degree completion			

Teaching effectiveness is evaluated sufficiently and findings are appropriately analyzed and explained. Any barriers to effective assessment of teaching is clearly explained with clear and realistic plans articulated for improvement (if relevant).			
Changes (with the intention of improving teaching effectiveness) have been made based on the results of evaluating teaching effectiveness.			
Program engages with academic support services to promote student success and retention.			
Co-curricular and extra-curricular activities are clearly linked to Antioch's mission and complement the program's curriculum.			
Student Learning & Success	Fully	Partially	Not at all
Past cycles of inquiry have led to improvements in student learning and success.			
Students' preparedness is evaluated and findings are appropriately analyzed and explained. Any barriers to effective assessment of student preparedness is clearly explained with clear and realistic plans articulated for improvement (if relevant).			
Student achievement of student learning outcomes (SLOs) is assessed with findings that are appropriately presented, analyzed, and explained. Any barriers to effective assessment of SLOs is clearly explained with clear and realistic plans articulated for improvement (if relevant).			
Changes (with the intention of improving student achievement of SLOs) have been made based on the results of evaluating student achievement of SLOs.			
Other student success data for both current students and alumni are assessed with findings that are appropriately presented, analyzed, and explained (if relevant).			
Students are offered opportunities to provide feedback about their experience and satisfaction with the program and feedback is appropriately presented, analyzed, and explained. Any barriers to effective solicitation of student feedback is clearly explained with clear and realistic plans articulated for improvement (if relevant).			
Goal-Setting & Needs Assessment	Fully	Partially	Not at all

Insights from the comprehensive academic review are clearly and thoughtfully articulated and offer a clear summary of the program's areas of strength and areas for improvement.			
Short and long-term goals for the program are clearly articulated and clearly contribute to the university mission, values, and/or core attributes.			
Budget or resource needs are clearly articulated, reasoned, and linked to goals.			
Critical question for the next cycle of inquiry is clearly identified and linked to student learning.			
<p>Review Team's Summary & Action Steps:</p> <ul style="list-style-type: none"> • 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 Dean. • Recommendations for improvement in meeting program and institutional goals. 			

Review Team Chair Name:

Review Team Chair's Signature:

Date:

School Dean Name:

School Dean Signature:

Date:

VCAA Name:

VCAA Signature:

Date:

Academic Program Head Name:

Academic Program Head Signature:

Date:

APPENDIX E. COMPREHENSIVE ACADEMIC REVIEW (CAR) TIMELINE

Responsible Party	Year One											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Office of Academic Affairs (OAA)	Consult with deans and programs about Self-study Plans, Implementation, and Reporting											
Dean				Discuss CAR plans with Programs Finalize timelines for Programs								
Program Faculty						Plan CAR Self-study (No Annual Program Review Due on Oct. 31)						
Dean									Conduct & Write the Self Study Recommend Review Team Members to Dean			
											Appoint Review Team	
Responsible Party	Year Two											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
OAA	Consult with deans and programs about Self-study Plans, Implementation, and Reporting											
Dean	Appoint Review Team (cont'd.) Schedule Team Visit											
Program Faculty	Conduct & Write the Self Study (cont'd.)											
Dean		Ensure Self Study is Ready for Review Team										
Review Team			Site Visit									
Dean					Team Report Team Report to Program Meet with Program about Team Report & Prepare Executive Summary							
Program Faculty						Response & Action Plan to Dean						
Dean								Self-Study, Review Team Report, & New Cycle of Inquiry Proposal by Oct 31 Executive Summary to OAA Executive Summary to Deans' Council by Oct 31				
											Action plan & resource needs with program	
OAA											Executive Summary to Academic Affairs Committee Archive Materials	
Deans' Council											Summaries & needs for strategic and budget planning	

APPENDIX F. 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 HLC determines whether an institution merits accreditation or reaffirmation of accreditation.

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

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

Core Components

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential 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 offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings 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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities are appropriately qualified, trained and supported in their professional development.

3.D. The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.C. The institution pursues educational improvement through goals and strategies that improve 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, 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.)