

Academic Programs Assessment and Accreditation

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Program Assessment is Not Optional but Required

Higher Education Act of 1965 (HEA)

Title IV created provisions for Federal financial assistance to postsecondary students

HEA reauthorization of 1972

Amended the law to include Title IX – imposed non-discrimination on the basis of gender in academic participation

(Margaret) Spellings Commission Report 2006

Made recommendations to amend HEA including accountability for institutions of higher education

Higher Education Opportunity Act (HEOA) of 2008

Many of the Spellings Commission recommendations were incorporated including need for institutions to assess student learning effectiveness and to develop a culture of self-assessment of its operations. This act expires at the end of 2013.

HEOA provisions for assessment became part of every major accreditation agency including the Middle States Commission on Higher Education, the comprehensive accrediting agency for CUA. A key element of this assessment is the regular assessment of an institution's academic programs.

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CUA's 2010 Affirmation of Accreditation

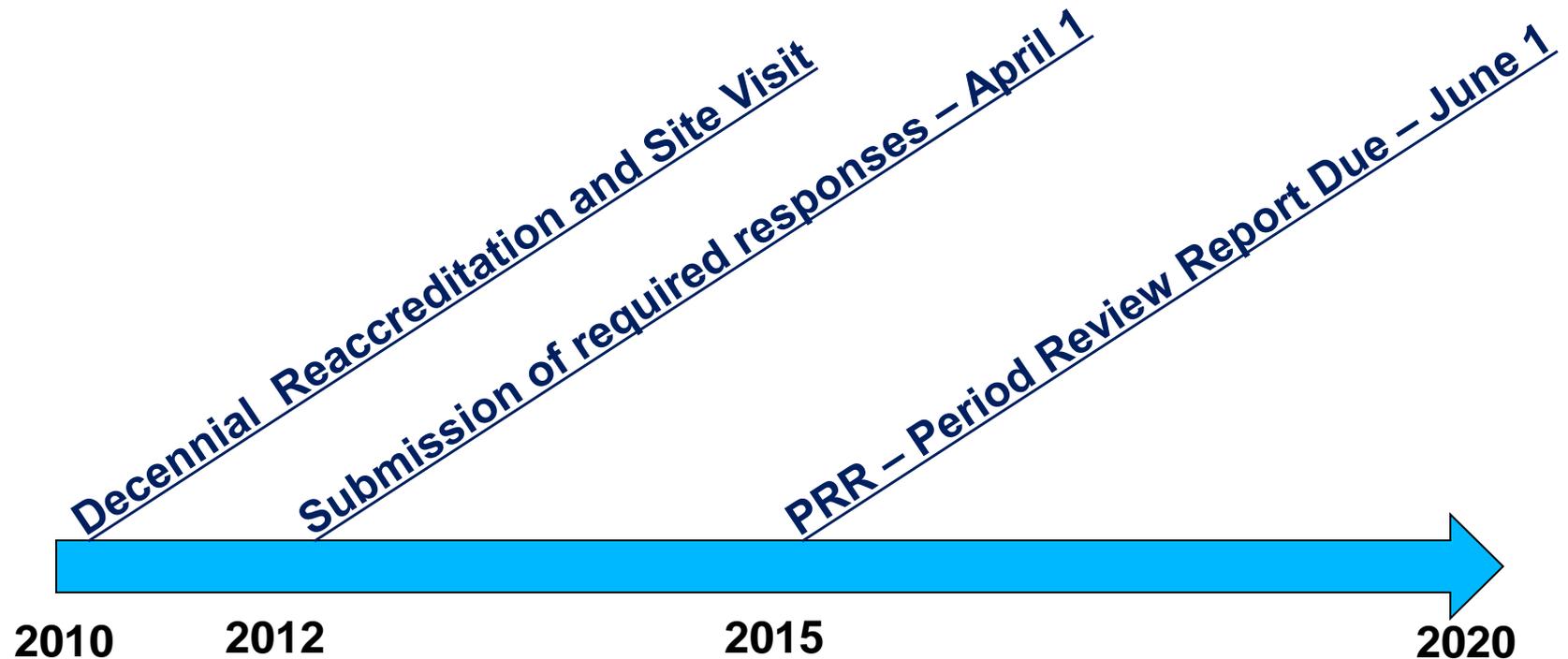
There was a strong commendation for the University's accreditation effort and its accreditation was affirmed. This affirmation came with two requirements:

1. Development of a new Institutional Strategic Plan to replace the expiring one.
2. Document appropriate assessment measures for institutional and teaching effectiveness.

Institutional effectiveness includes how effectively the various academic programs fulfill their missions. This requires review of the various academic programs. Formal response letter on these required actions were due on April 1, 2012 (submitted on time).



Relationship to Reaffirmation of Accreditation



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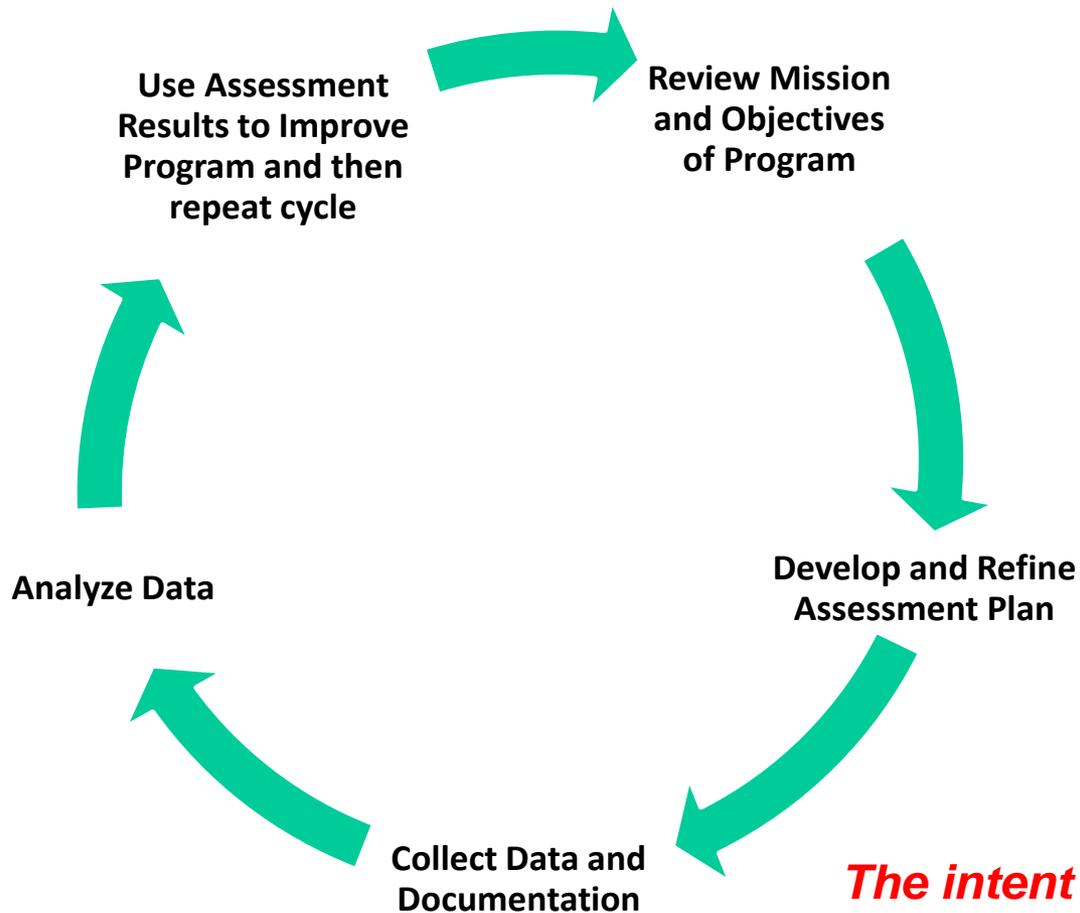
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Why Programmatic Assessment is Important

It is to insure that the institution is achieving its mission and goals, and to determine its overall effectiveness in doing so. This provides the basis for continual improvement and in insuring its compliance with accreditation and institutional standards.



The Assessment Cycle



The intent is to integrate a cycle of continuous assessment as part of the academic process.

A Programmatic Assessment Plan Should Answer the Following Questions:

- Is the program advancing the state of the discipline or profession?
- Is its teaching and training of students effective?
- Does the program meet the institution's goals?
- How cost effective does it do all this?
- Does it respond to the profession's needs?
- How is it assessed by experts in the field?

Adapted from *Assessment and Review of Graduate Programs: A Policy Statement*. Council of Graduate Schools, 2005.

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Discipline Accreditation Review versus Institutional Internal Review

An accreditation review does not fulfill the same purpose as an institutional review of programs.

- Discipline accreditations are concerned with meeting universal standards.**
- Institutional reviews are concerned with quality of the program and whether it meets the University's mission and needs.**
- Discipline accreditations are concerned with current standards now, and how they may change in the future as profession changes**
- Institutional reviews are forward looking. It is directed towards not only improvement of the program but improving its fit and role in**



Proposed Components of An Assessment Plan and Report

1. **Mission and Objectives**
2. **Evaluation Areas and Method of Evaluation**
 - Curriculum
 - Student quality, demographics
 - Student learning outcome (based on rubrics)
 - Faculty and Student Research
 - Teaching load
 - Financial costs and effectiveness
3. **Outcomes and Results**
 - Data collected from the evaluation
4. **Analysis and Assessment of Outcomes**
 - Trends – analysis against past performance
 - Comparative Analysis – analysis against peer and aspirational groups
5. **Conclusions**
6. **Implementation of Assessment**
 - Formulate recommendations
 - Assign who is responsible for what
 - Timeline for implementation



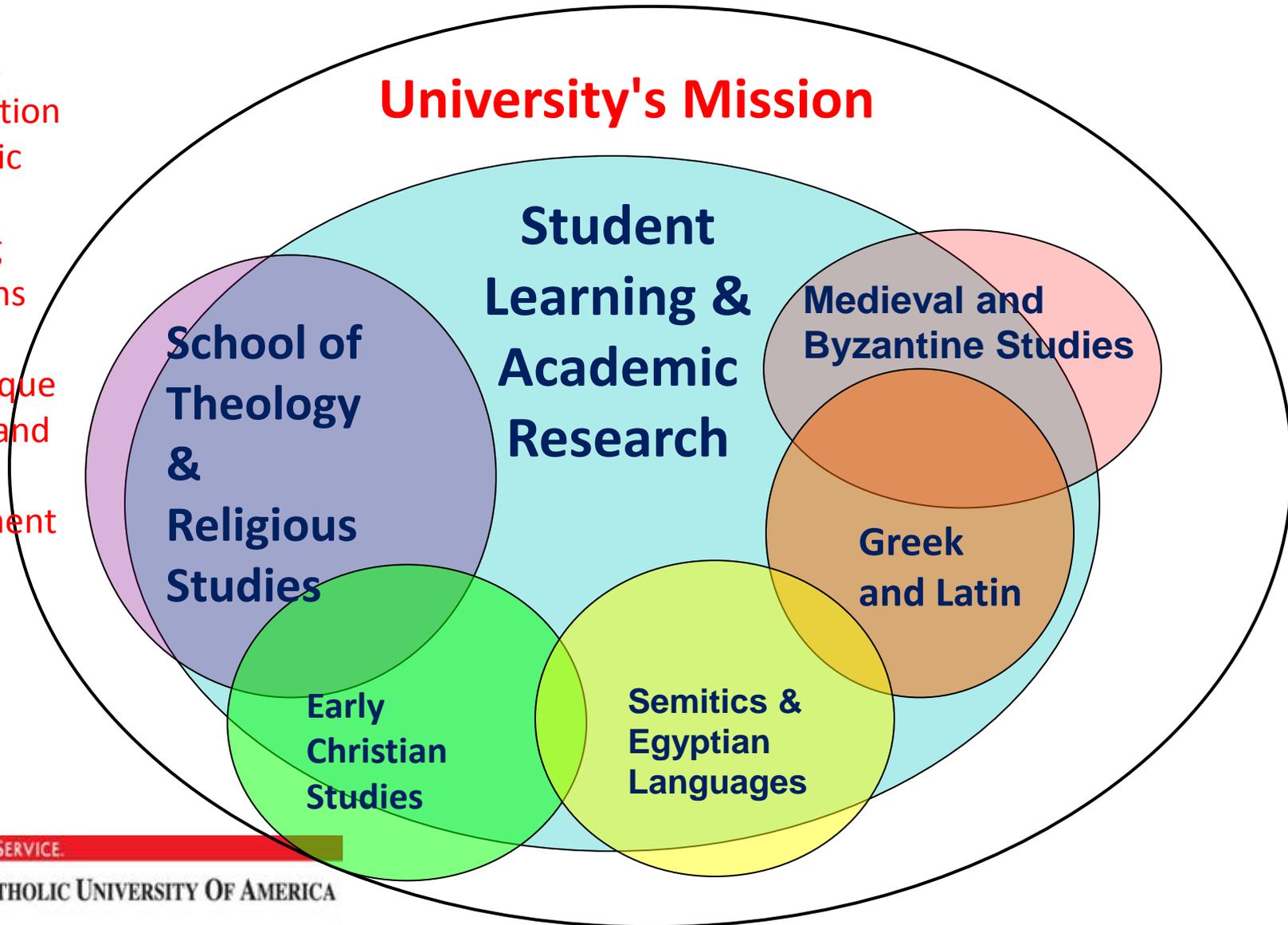
Programs Undergoing Assessment 2013

- Early Christian Studies
- Department of Greek and Latin
- Undergraduate Program on Religious Studies – Arts and Sciences
- Medieval and Byzantine Studies
- Department of Semitic and Egyptian Languages
- School of Theology and Religious Studies
- Department of Mathematics



Assessment of Complementary Programs

- Increases collaboration
- Synergistic effect in achieving aspirations
- Provides more unique learning and research environment



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Proposed Program Assessment Criteria

For programs not subject to outside review, the basis for the program review is a thorough self-study that considers the program's

1. Mission Statement and Statements of Goals and Objectives
2. Curriculum
3. Academic preparation and demographic data on students
4. Student learning outcomes
5. Research
6. Service to University
7. Net financial cost (revenue)



Specific Assessment - Research

Relying on its own research and on data provided by the Office Planning and Institutional Research, the review will examine standard reporting data on research and education. This effort may involve the evaluation by two external reviewers chosen jointly by the program and administration. The principal areas of review are:

Research

1. Faculty publications, lectures, performances, etc.
2. Faculty grants.
3. Faculty awards.
4. Faculty diversity.



Specific Assessment – Graduate Education

1. Student recruitment, including average GRE of entering students, size of applicant pool and selectivity and yield of admits; size and diversity of student body.
2. Student outcomes, including student learning outcomes, number of degrees awarded; completion rate; time to completion; percent of Ph.D.s with academic, research, or other Ph.D.-required positions.



Specific Assessment – Undergraduate Education

1. Student recruitment, including average SAT/GPA, size of applicant pool and selectivity and yield of admits; size and diversity of student body.
2. Student learning experience, including NSSE results, class sizes (including those with fewer than 20 students); percent of classes taught by full-time faculty with terminal degrees; historical course evaluation and grade results.
3. Student outcomes, including student learning outcomes, first and second---year retention, number of degrees awarded, six-year graduation rate; alumni giving; proportion of students attending graduate school; job placement results.



Analysis

Benchmarks should be identified and employed for comparative analysis. Special attention should be given to uncovering historical trends. The conclusion of the self-study should answer five basic questions:

1. Does the program meet the institution's goals?
2. How does the program respond to the state of the discipline or profession?
3. Is the program advancing research in the discipline or profession?
4. Is the instruction and training of students effective?
5. How cost effective is the program?

