

American University of Armenia

Educational Effectiveness Review

4. Required Data Exhibits

Submitted to WSCUC

June 23, 2014

The AUA Accreditation Steering Committee

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INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
<u>General Education</u> (Initiated: Fall 2013)	Yes.	Website, Catalog	Undergraduate Student Learning Assessment Plan for 2013-2014; 2014-2015 focus on General Education outcomes Entering Freshman Survey, Freshman Exit Survey, Course Evaluations, Student Portfolios, student focus groups, faculty focus groups, end-of-year 1 surveys	Associate Dean for General Education, Program Chairs,	Revise admissions requirements and preparatory courses, adjust teaching, adjust curriculum and course offerings, guide faculty professional development, develop new preparatory courses to address gaps, ensure consistency of performance standard	Program Initiated Fall 2013
<u>Degree Programs</u>						
1. Master of Engineering and Systems Management	Yes	Website, Catalog	Capstone, Student Portfolios, Graduate Student Exit Survey,	A team of instructors including the program chair select the topic for	Improve Teaching methods, adjust curriculum and course	2011

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
2. Master of Science in Computer and Information Science	Yes	Website, Catalog	Employer Surveys, Alumni Surveys, Course Evaluations	investigation, gather evidence, develop rubrics, analyze the data and make recommendations for adjustments in curriculum instruction.	offerings and sequencing, guide faculty hiring and course assignment, ensure consistency of performance standards, refine SLOs	2011
3. Master of Public Health	Yes	Website, Catalog, Program Student Handbook				2012

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
4. Master of Arts in Teaching English as a Foreign Language	Yes	Website, Catalog, Program Student Handbook	Capstone, Student Portfolios, Graduate Student Exit Survey, Employer Surveys, Alumni Surveys, Course Evaluations	A team of instructors including the program chair select the topic for investigation, gather evidence, develop rubrics, analyze the data and make recommendations for adjustments in curriculum instruction.	Improve Teaching methods, adjust curriculum and course offerings and sequencing, guide faculty hiring and course assignment, ensure consistency of performance standards, refine SLOs	In progress
5. Master of Laws	Yes	Website, Catalog, LL.M. Program Student Handbook				2012
6. Master of Business Administration	Yes	Website, Catalog				2010
7. Master of Political Science and International Affairs	Yes	Website, Catalog Program Student Handbook				2011
8. Master of Science in Economics	Yes	Website, Catalog				New Program
9. Bachelor of Arts in Business	Yes	Website, Catalog				New Program

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
10. Bachelor of Arts in English & Communications	Yes	Website, Catalog	Entering Freshman Survey, Freshman Exit Survey, Course Evaluations, Student Portfolios, student focus groups, faculty focus groups, end-of-year 1 surveys	A team including the Program Chair select the topics for investigation, gather evidence, develop rubrics, analyze the data and make recommendations for adjustments in curriculum instruction.	Improve Teaching, adjust curriculum and course offerings and sequencing, guide faculty hiring and course assignment, recommend support services, ensure consistency of performance standards, refine SLOs	New Program
11. Bachelor of Science in Computational Sciences	Yes	Website, Catalog				New Program

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal objectives been developed	(2) Where are these objectives published? (Please specify)	(3) What data/evidence is used to determine that the objectives have been achieved?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last review for this unit.
<u>Note: Adapted to non-degree and support units</u>						
<u>Non Degree programs and Academic Support Units</u>						
AUA Extension	Yes	Internal	Class evaluations, surveys	A team including the Director, staff, and instructors	Adjust offerings, outreach, improve teaching methods, guide instructor hiring	2010. In progress
Library	Yes	Internal	Graduate Student Exit Survey, Freshman Exit Survey, Specialized surveys	A team including the library director and other library staff.	Improve efficiency, services, guide acquisitions,	Guidelines for Review of Academic Support Units newly adopted
Information and Communication Technologies Services (ICTS)	Yes	Internal	Graduate Student Exit Survey, Freshman Exit Survey, Specialized surveys	Team led by ICTS Director including staff	Improve efficiency and reliability, guide services and software acquisition	Guidelines for Review of Academic Support Units newly adopted
Office of Admissions	Yes	Internal	Graduate Student Exit Survey, Entering Freshman Survey, Admission Numbers and demographics	Director of Admissions, Admissions staff	Improve applicant services, efficiency and processes; target outreach/recruitment	Guidelines for Review of Academic Support Units newly adopted
Office of the Registrar	Yes	Internal	Graduate Student Exit Survey, Freshman Exit Survey, Specialized surveys	Registrar, staff	Improve services, record maintenance, and access; enhance efficiency in registration and scheduling	Guidelines for Review of Academic Support Units newly adopted

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal objectives been developed	(2) Where are these objectives published? (Please specify)	(3) What data/evidence is used to determine that the objectives have been achieved?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last review for this unit.
<u>Note: Adapted to non-degree and support units</u>						
Center for Student Success	Yes	Internal	Graduate Student Exit Survey, Freshman Exit Survey, Specialized surveys	A team formed by Registrar and Student Services Coordinator and other stakeholders	Improve services and support, guide hiring	Guidelines for Review of Academic Support Units newly adopted
Institutional Research Office	Yes	Internal	Benchmarking, focus groups consisting of university data users	IRO Manager, Data Coordinator, Director of Assessment and Accreditation	Improve data compilation and reporting	Guidelines for Review of Academic Support Units newly adopted

INVENTORY OF CONCURRENT ACCREDITATION

NOT APPLICABLE AT AUA

FEDERAL COMPLIANCE CHECKLISTS

OVERVIEW

There are four checklists that WSCUC uses to address institutional compliance with some of the federal requirements affecting institutions and accrediting agencies:

- 1 – Credit Hour and Program Length Review Checklist
- 2 – Marketing and Recruitment Review Checklist
- 3 – Student Complaints Checklist
- 4 – Transfer Credit Policy Checklist

Teams complete these four checklists and add them as appendices to the team report. They are included here in order for the institution to be prepared to provide the necessary information for the team. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW CHECKLIST

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

(i) It reviews the institution's-

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

Federal Compliance Checklists

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WSCUC Senior College and University Commission's Credit Hour Policy.

Federal Compliance Checklists

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered.

Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

Federal Compliance Checklists

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located?
	Comments: http://aua.am/policies/#?id=385 Online Policies database: http://aua.am/policies/
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: <ul style="list-style-type: none"> • The university's academic calendar is designed to assure that standard course blocks (M/W/F, T/R as well as evening courses) meet the credit hour policy requirements. The calendar is proposed by the Registrar, reviewed by the Faculty Senate, and approved by the Provost. • The Curriculum Committee of the Faculty Senate approves all new courses and reviews them for consistency with all policies including credit hour. • The Registrar sets the academic schedule taking into account seat-time requirements of the credit hour policy. • Program Chairs review and approve all syllabi for compliance with all policies including the credit-hour policy. A checklist was created to assist program chairs in this process. • The IRO archives all syllabi • The Office of Assessment and Accreditation performs random checks of syllabi for class meeting times • The Academic Program Review Process includes a review of all program activities for compliance of all policies including credit-hour.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input type="checkbox"/> YES <input type="checkbox"/> NO

Federal Compliance Checklists

	<p>Comments:</p> <p>http://registrar.aua.am/schedule/</p>
<p>Sample syllabi or equivalent for online and hybrid courses</p> <p><i>Please review at least 1 - 2 from each degree level.</i></p>	<p>How many syllabi were reviewed?</p>
	<p>Type of courses reviewed: <input type="checkbox"/> online <input type="checkbox"/> hybrid</p>
	<p>What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral</p>
	<p>What discipline(s)?</p>
	<p>Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Comments:</p> <p>N/A at AUA</p>
<p>Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated)</p> <p><i>Please review at least 1 - 2 from each degree level.</i></p>	<p>How many syllabi were reviewed?</p>
	<p>What kinds of courses?</p>
	<p>What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral</p>
	<p>What discipline(s)?</p>
	<p>Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Comments:</p> <p>See 3. Evidence and Attachments Table of Contents, Selected Syllabi - LL.M. Capstone and MA TEFL Practicum</p>
<p>Sample program information (catalog, website, or other program materials)</p>	<p>How many programs were reviewed?</p>
	<p>What kinds of programs were reviewed?</p>
	<p>What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral</p>
	<p>What discipline(s)?</p>
	<p>Does this material show that the programs offered at the institution are of an acceptable length? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Comments:</p> <p>http://aua.am/catalog/</p>

2 - MARKETING AND RECRUITMENT REVIEW CHECKLIST

Under federal regulation §602.16(a)(1)(vii), WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: (Enter findings and recommendations in the Comments sections of this table as appropriate.)
**Federal Requirements	<p>Does the institution follow federal requirements on recruiting students? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Comments: AUA has no outside recruiters.</p>
Degree completion and cost	<p>Does the institution provide information about the typical length of time to degree? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Does the institution provide information about the overall cost of the degree? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Comments: Typical length of program listed on each program's webpage and outreach materials. http://aua.am/academics/ i.e. LL.M. http://law.aua.am/llm/ MPH http://sph.aua.am/mph/ English & Communications http://aua.am/ba-english-and-communications/ Tuition and Fees: http://admissions.aua.am/tuition/</p>
Careers and employment	<p>Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Does the institution provide information about the employment of its graduates, as applicable? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>

Federal Compliance Checklists

	<p>Comments:</p> <p>Typical career paths are listed on each programs webpage and outreach materials http://aua.am/academics/</p> <p>i.e.</p> <p>MS in Economics http://cbe.aua.am/ms-economics/</p> <p>Political Science and International Affairs http://psia.aua.am/</p>
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**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These requirements do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By:

Date:

3 - STUDENT COMPLAINTS REVIEW CHECKLIST

Under federal regulation*§602-16(1)(1)(ix) WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records. (See also WSCUC Senior College and University Commission's Complaints and Third Party Comment Policy.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Is the policy or procedure easily accessible? <input type="checkbox"/> YES <input type="checkbox"/> NO Where?
	Comments: Ethics & Grievance Committee Ethics@aua.am . Grade Appeal procedure in Grades Policies http://aua.am/policies/#?id=483 Also in Catalog http://aua.am/catalog/ Whistleblower policy and procedures http://aua.am/ethicspoint/
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO Please describe briefly:
	Does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Ethics & Grievance Committee Rules of Procedure: http://aua.am/wp-content/uploads/2012/02/EthicsandGrievanceCommitteeRulesofProcedure.pdf

Federal Compliance Checklists

Records	Does the institution maintain records of student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Where?
	Does the institution have an effective way of tracking and monitoring student complaints over time? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Please describe briefly:
Comments:	
Records are maintained in the IRO	

4 – TRANSFER CREDIT REVIEW CHECKLIST

Under federal requirements*, WSCUC is required to demonstrate that it monitors the institution’s recruiting, transfer, and admissions practices accordingly.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for reviewing and receiving transfer credit? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Is the policy publically available? <input type="checkbox"/> YES <input type="checkbox"/> NO If so, where?
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: http://aua.am/policies/#?id=413

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education. See also WSCUC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By:

Date: