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C



The Comprehensive Evaluation Visit Team Report to the Higher Learning Commis-



C

The 2009 HLC team raised several questions related to the operation of the Board of Trustees. In particular the team considered it important that the board, through careful consideration of composition and through education, continue a movement towards more of a “public board.” This in practice would mean more focus on policy, with operational issues left to the administration (page 17).

In response to this concern, Section 1 of this report will focus on the following:

1. Board responsibility and membership
2. The role of the Governance Committee of the board
3. Board education and the

Section 5.3— The membership of the Board of Trustees shall consist of up to forty-one (41) persons as follows:

- 5.3.1 The president, secretary and treasurer of the General Conference shall serve as trustees. The General Conference executive officers may appoint up to three (3) additional trustees.
- 5.3.2 The president of the North American Division shall serve as an trustee. The North American Division executive officers may appoint up to four (4) additional trustees.
- 5.3.3 The president, secretary, treasurer and education director of the Lake Union Conference, and each of the presidents of the five (5) local conferences within the Lake Union Conference, shall serve as trustees.
- 5.3.4 The president of the Corporation shall serve as an ex officio trustee.
- 5.3.5 Twenty (20) trustees shall be elected by the Members from persons not primarily employed by the Seventh-day Adventist Church and representing a wide range of professional and business interests relevant to the mission of the university. At least five (5) of these twenty (20) trustees must be alumni of Andrews University.
- 5.3.6.1.1 In the selection of trustees, appropriate efforts shall be made to achieve diversity and inclusiveness.

The current bylaws were revised and approved by the corporate membership in 2007, with some minor revisions in 2011. Previous to the 2007 revision, the Board of Trustees was composed of 30+ members, one third elected lay trustees and two thirds church officials whose areas of responsibility intersect to various degrees with the educational services provided by Andrews. The revised bylaws currently in place provide for 41 board members, one half of whom are elected lay persons and the other half church officials. The significant number of church officials on the board reflects the close ties that exist between the University and the church organization, both locally in the Midwest, nationally



C

The HLC 2009 report expressed concern regarding the administrative structures surrounding the Office of the Provost. In particular, they requested attention be given “to delineating responsibilities for senior administration in institutional documents, such as, in Working Policy to ensure that the scope of their work is clearly understood within the institution.” (page 18). The supporting comments for this action focus on institutional academic decision-making, and the need for “appropriate participation, ownership, and adequate staffing, which is not highly centralized” (page 17). The identified desired outcome for change would be to improve the depth of academic conversations and the speed of processing academic recommendations.

In response to this concern, this report will focus on the following changes and initiatives:

1. The clarification of the respective administrative responsibilities of the president and the provost, including communication of those roles, such as in the [Working Policy](#).
2. The expansion of the Office of the Provost by the appointment of an assistant provost for institutional effectiveness, and the appointment of an additional part-time associate provost with responsibility for faculty issues (faculty development, faculty working policy, etc.).
3. The use of the academic committee structure to ensure (a) prioritization of academic needs and decisions, (b) broad engagement in academic decision-making, and (c) appropriate speed in making decisions. This will be looked at in relation to both central academic administration committees and faculty governance processes.

A

At the end of the 2008–09 academic year, Provost Heather Knight left Andrews University. For one year an interim provost served the University. During that year the University adopted key changes in the senior administrative structure to directly respond to campus concerns and recommendations by the site visiting team in 2009. The resultant changes were processed by the Governance Committee, voted by the board and then used to guide the search committee for a new provost. The present provost, Andrea Luxton, joined the University in July 2010, and has operated since then within the new administrative structure.

The voted administrative changes moved some of the direct reporting relationships of a few of the vice presidents and other senior staff to the Office of the President. For example, the vice president for Financial Administration and those dealing with external constituencies now report to the president. The organizational chart identifying the reporting relationships to the president may be found on the next page ([Working Policy](#), 1.420.1, Figure 1-1):

FIG .



Starting in August 2012, the number of professionals considered as part of the Office of the Provost expanded. The organizational chart above, under the heading Associates and Assistants in Administration, recognizes these individuals. This expansion, while not adding institutional FTEs, is in response to the desire of the provost to improve the coordination and responsiveness of central academic administration to the campus needs. The only additional full-time position is that of the assistant provost for Institutional Effectiveness. This position represents an upgrading and broadening of the role of the director of Assessment. The assistant provost now serves as the key academic administrator responsible for the coordination of assessment, institutional accreditation and institutional research activities. In combining these responsibilities, the University recognizes the vital connections between the three areas. As the assessment culture of the University has increased (see section 4 of this report), individuals across campus have become more actively involved in managing assessment processes. This has freedhas freedhas freedhas fr

Two part-time associate provosts also support the Office of the Provost, both at 25% time. One of these individuals is the University registrar who has served as associate provost for some years. His role is supporting the provost by caring for student appeals and other student related issues. He has also recently accepted responsibility for management of committees. While some adjustments have been made in this

Deans Council: Deans Council is the most senior academic administrative committee on campus. It meets three times each month. Agenda items remain largely strategic. The Deans Council advises the provost on key academic items, and refers or recommends items to other individuals and groups. For example, for the last two budgeting cycles the Deans Council members were invited to prioritize institutional academic budget needs. For the 2012–2013 academic year, the Deans Council asked for increases to professional funds to bring more equality between academic departments, an increase in research monies, a focus on assistant professor salaries and for library funding increases to remain above institutional increases in general. The strategic plan had already highlighted many of these items, but in the budget process more immediate refinement of priorities was needed. The 2012–2013 budget implemented all these requests.

Academic Administration Council: The Academic Administration Council meets once monthly and membership includes the deans, the registrar, the directors of academic units and the assistant provost for Institutional Effectiveness. This same membership, along with addition of two faculty also serves as the Academic Master-Planning Committee (discussed in the planning section of this report). The Academic Administration Council serves as a clearinghouse for academic policy and procedure items that will impact the campus as a whole. For example, this council helped select the institutions that would be used internally as benchmark institutions, particularly for developing and monitoring Key Performance Indicators (KPIs) (discussed in the assessment section of this report). It also reviewed the proposal to purchase Class Climate (automated process for course evaluations and other academic surveys) and recommended its purchase (which has now happened).

Institutional Operations Team: The Institutional Operations Team started its work in the fall of 2012, in response to indications that a more unified approach was needed to managing academic processes. This need was highlighted during the merger of Griggs University with Andrews University in 2011. For example, the University recognized its need to improve automated processes to serve the different, and broadening, student constituencies of the University. The committee's function, therefore, is to ensure the efficient operation of all campus academic processes, as well as their effective interface with other wider campus processes. The team involves key individuals across campus who need to interface on process issues (Office of Academic Records, Office of Graduate Enrollment Management, Office of Off-campus Programs, Information Technology Systems, Enrollment Management, Student Life, Integrated Marketing & Communication). This team also establishes work groups to respond to specific academic process issues. The team has to date focused on a simplified fee discount system and coordinating work to assist in simplified coding of programs and faculty groups. Its most significant ongoing agenda item is to ensure all the backroom decisions are made to automate all off-campus location registration and records processes. This conversation has so far led to a contract with a company specializing in Banner (the campus management system) to help the University fast-track needed changes, especially in off-campus admissions.

In preparation for this focused visit, all members of the three core academic committees were asked to complete a self-evaluation survey of the operation of these groups in relation to the decision-making processes of the University. Members were asked to identify how much they agreed with the following nine questions:

Q1: The agenda items for the committee(s) are appropriately related to the terms of reference

Q2: I can add agenda items that are important to the operation of my area of responsibility

- Q3: Committee times are used to make decisions that are important to the academic life of the institution
- Q4: As a committee member, I feel that my views are important
- Q5: As a committee we keep track of our actions and follow-up is expected
- Q6: I consider that the central academic decision-making processes of the University are timely
- Q7: I consider that the central academic decision-making processes of the University focus on the important issues
- Q8: The central academic committees and other academic processes on campus have a clear connection
- Q9: I understand how the central academic committees connect to other decision-making processes on campus

The intent of the survey was to identify how successful the University had been in building a central academic decision-making structure that was facilitating effective and collaborative decisions. The full survey result can be found in Appendix A2.1. The summary results below provide an overview of committee member perceptions:

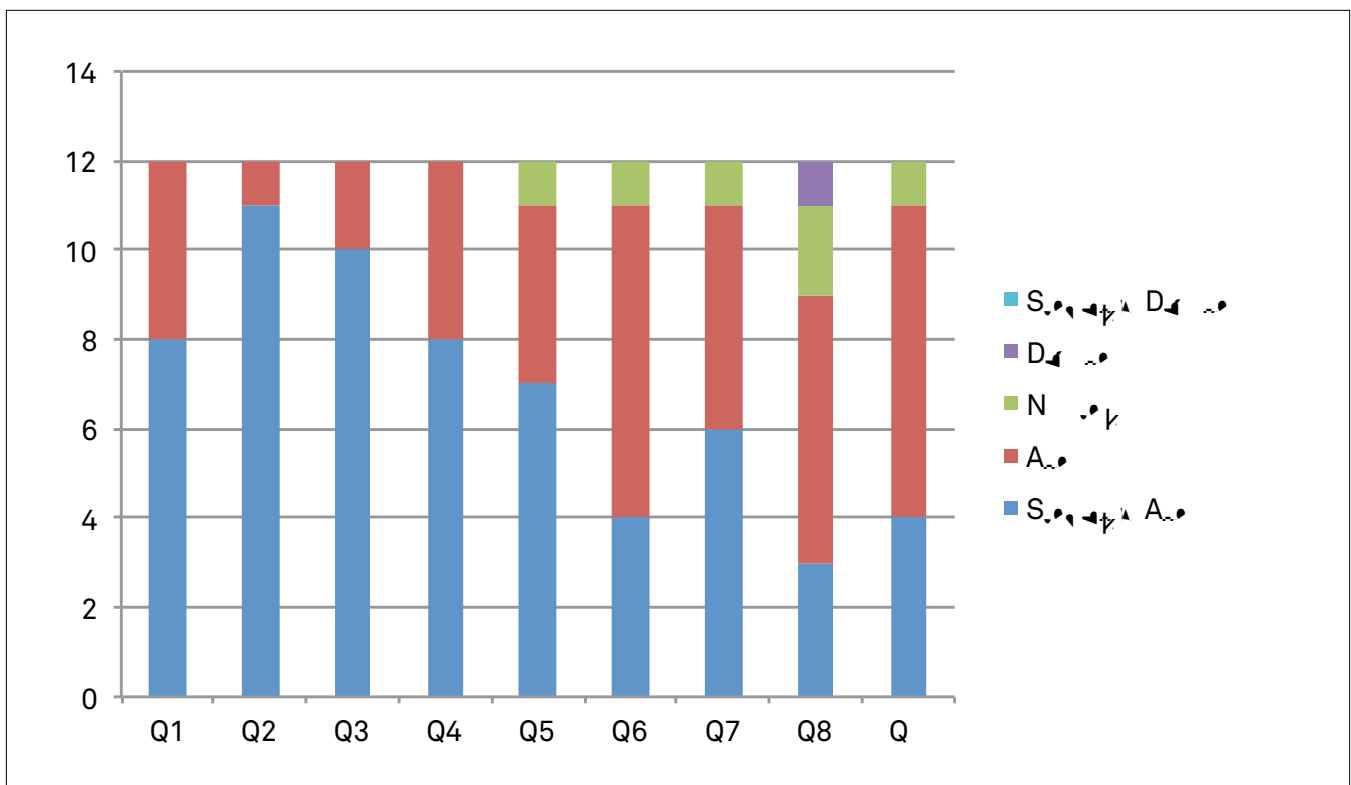


FIG .

Overall, this chart suggests that committee members feel very positive about the operation of these three central committees, their priorities and their collaborative approach. The statement that resulted in the least positive reaction was “The central academic committees and other academic processes on campus have a clear connection.” While this same perceived challenge led to the recent establishment of the Institutional Operations Team, it is too soon to know whether this team will close the gap and help ensure an

even more positive attitude towards central academic processes. Important decisions continue to be made and implemented. However, continued communication, to both those on these core committees and the rest of the campus, will be vital if the University is to maximize the positive impact of these groups.

A C F G

During the 2010–2011 year, University committee classifications were changed to more clearly delineate faculty committees from academic administration committees. Presently faculty-driven committees include Undergraduate Council and its subcommittees, Graduate Council and its subcommittees, Faculty Policy Committee, Faculty Development Committee, the Scholarly Research Council and its subcommittees, the Assessment Committee, the Rank and Continuous Appointment Committee, the Distance

No formal evaluation has been taken of the effectiveness of faculty involvement in decision-making; however, the present faculty Senate conversation on faculty voice will include that evaluation.

E

Since 2009, the University has made significant strides in clarifying and deepening its academic decision-making processes. The shift of the responsibilities of the provost and the increase of staffing in the Office of the Provost has allowed for more focus on the core academic operations of the campus as well as in academic strategic initiatives. The refocusing and expansion of the three central academic committees has strengthened the decision-making processes, both in prioritizing needs and in ensuring timely action. Faculty have core responsibilities in driving the teaching and learning processes and the connection between faculty decision-making and central academic leadership is becoming steadily more defined and robust.

As the University moves forward, continued focus will be required on streamlining decision-making processes and on ensuring strong communication within and between decision-making groups. The present focus by the Senate on the faculty voice will play an important role in helping to further define a strong structure for ensuring broad engagement in academic decision-making and processes, which in turn are robust, responsive and effective.



Oversight of Affiliate and Extension Programs and Legal Approvals to Operate

Concerns

A third area of concern expressed by the visiting HLC team relates to the oversight of Andrews University's affiliate and extension programs. The team's report reflected changes in the regulatory environment and the deepening interest on the part of both governmental and accreditation agencies in international partnerships. The team expressed concern in four areas: understanding controlling laws and regulations; attaining legal and regulatory approvals; supervising and "vetting" of new and existing sites; and integrating programs at these sites into the educational community of the University.

Section 3 of this report will identify the manner in which the University has addressed these concerns by reporting on the following developments:

1. Institutional reorganization and staffing changes
2. Planning, policy and procedure development
3. Compliance practices established
- 4.

it remains challenging or impossible for private parochial institutions to receive the authority to operate independently and grant accredited degrees (India, England, Hong Kong, for example). However, other relationships are more focused and bring specific programs to areas of the world to support capacity building in the local communities and churches. These programs include the Doctor of Ministry, MA in Leadership, Master of International Development Administration, MA in Religion and MAPM, and MA English with an emphasis in TESL. With all of these programs the direct Andrews University presence is more evident.

For many years the vice president of Academic Affairs or an associate in that office oversaw the international institutional partnerships. Later, when the number had grown, a new position was created to supervise the affiliations and extensions—dean of Affiliation & Extension Programs, with the support of a part-time assistant. Regulations for management of these programs were largely internal, and met accreditation expectations. However, after the HLC visiting team’s report in 2009, the University realized that the changes in the external regulatory environment for off-campus programs required significant institutional change if the University was to properly manage its international commitments in the future. Before these changes were realized, in 2010, one year after the HLC visit, Andrews University was approached by the Seventh-Day Adventist Church governing body to accept Griggs University (a smaller institution dedicated to the delivery of distance education programs to the international Church and accredited by the Accrediting Commission of the DETC) as a gift. Over recent years, in addition to online distance education, Griggs University had followed the Andrews University model in developing international partnerships and these partnerships would also be part of that gift. The University administration, faculty and board realized that this gift provided the University further impetus to strategically reorganize in a way that would better serve both its distance education programs and its off-campus programs.

As a result, the University created the School of Distance Education (launched in July 2011) with a dean whose responsibilities include general management of off-campus programs as well as distance education and the Griggs University merger. The purpose of this new school was to assist the University in changing its approach to and management of off-campus programs. A School of Distance Education professional staff was assembled to accomplish that purpose. In addition to the dean of the School of Distance Education, this staff includes:

The director for Off-campus Programs, who has the responsibility to provide frontline oversight of off-campus programs.

The compliance officer, who has responsibility for ensuring that all off-campus agreements and programs comply with local and U.S. regulations and accreditation guidelines.

The director for Student Services and Assessment, who has the responsibility to find creative ways to ensure that off-campus students can participate in the educational community on the Andrews University campus.

The financial manager/coordinator for Off-campus Programs who has responsibility for making certain that financial obligations are met and that the University travel to off-campus sites is coordinated.

The assistant to the director for Off-campus Programs, who provides support to the director for Off-campus Programs.

This institutional change has resulted in a shift from one person supporting off-campus programs to a team supporting them. The School of Distance Education works in collaboration with the academic departments who retain their responsibility over the academic offerings and faculty approval. However, the School of Distance Education serves to support, monitor and ensure compliance for all off-campus programs for the University.

Centralizing Management of Off-Campus Programs

With the establishment of the School of Distance Education, the University affirmed its commitment to centralizing the responsibility for management of off-campus programs and to raising the awareness of and the sensitivity to the needs of off-campus students. Members of the School of Distance Education serve on all University committees and have taken part in the strategic planning process by developing not only a strategic plan for the School of Distance Education but also by having that plan reflected in the larger University strategic plan.

Before the establishment of the School of Distance Education, responsibilities for such processes as agreement negotiation, compliance and approvals, site visitation, continued monitoring and assessment of programs were decentralized, which inevitably led to variation in processes and to uneven monitoring. During the academic year 2011–2012, the University spent months reviewing what had been happening on campus, updating files, bringing all agreements together in one place and reviewing them carefully, identifying policies that needed to be adjusted to include off-campus sites, working shared responsibilities through committees. During this time, the School of Distance Education established itself on campus, working closely with the provost to redesign the University’s interaction with its off-campus programs.

After the first year, which may be called the “discovery phase,” the School of Distance Education team spent this school year creating and receiving approval for new policies, procedures and resources that better secure the University oversight of off-campus programs. These policies, procedures and resources include:

1. An application process for new programs (Appendix A3.1)
2. A new contract/agreement process (Appendix A3.2)
3. A compliance database that includes all programs, contractual terms and approvals information (R3.1)
4. A revised academic audit process that better assesses the effectiveness of programs offered (Appendix A3.3)
5. The establishment of an annual reporting process with newly-developed forms for both faculty and student reporting (Appendix A3.4)
6. A revised *Handbook for Off-Campus Sites* that clearly identifies policies and expectations (R3.2)
7. A centralization of international travel scheduling, as it relates to off-campus programs, in the School of Distance Education so that we can ensure that each site is visited at least once a year (R3.3)
8. A survey of off-campus locations to determine how to better serve their students (Appendix A3.5)
Results from this survey should be available in the Resource Room at the time of the team visit (R3.4)
9. Annual site visit reporting form (Appendix A3.6)

These revised and new processes and forms have been developed to ensure best practice oversight and institutional engagement with all on-campus programs. While the University anticipates that it will take another two academic years to fully test and implement all new processes, a strong foundation is in place.

C

Another challenge for the University was to resolve the issue of compliance. While the University has always retained a University Counsel, that role has traditionally concentrated on constitutional and human resource issues. By creating the position of compliance officer, an administrative position in the School of Distance education, the University recognized the need to employ an individual whose primary responsibility would be to ensure that all agreements, contracts, sites and locations meet U.S. state, federal and accreditation guidelines and have local approval. The compliance officer comes to the University with legal training and has now attended numerous webinars and conferences on educational compliance issues.

With a compliance officer in place, the University has also established a protocol that requires all potential sites/locations be submitted for a compliance review before an agreement/contract can be signed or a program launched. The protocol is part of the approval process for all new sites and includes the following stipulations:

1. Andrews University must have secured approval to open the site/location from its accrediting body and any other agency involved
2. The site/location must have secured approval for Andrews to operate in their jurisdiction and that approval must be in writing
3. The terms of the agreement/contract must be in compliance with best practices

The compliance officer has also spearheaded the creation of a database for all current on-campus contracts/agreements that provides information on their state of compliance. Currently, the University has confirmed or secured approvals for all international sites/locations and is also working on confirming or securing approvals for all U.S. states in which we operate. Efforts to receive U.S. approvals have been hampered by the rapidly changing regulatory environments of different states. This changing environment has meant that while the University has contacted all states, only some have confirmed approval. Some are working with the University to complete paperwork. Others are overwhelmed and have not yet responded. For example, in Puerto Rico we are number 51 on a list of more than 200 University applications to be reviewed. Meanwhile, we are continuing to operate in good faith, as seems to be the practice of other U.S. universities who operate outside their own state. The institutional database that keeps all these records will be updated periodically and will also serve as a way for the School of Distance Education to monitor contracts and agreements to ensure that they are reviewed on an annual basis and considered for renewal every three years.

D

In reviewing institutional structure, personnel and processes for managing on-campus processes, the University became aware of additional challenges with infrastructure support that would need to be resolved if the institution is to provide best practice support for all students in all on-campus programs.

Currently, off-campus students at contracted locations are entered manually into the University student information system. This practice, while it does allow the University to provide transcripts to students and ensures that they are in the general database, circumvents a number of the processes that would make it possible for off-campus students to receive the most benefit from campus services and to be automatically included in statistical reports.

In the 2011–2012 academic year, the Classification and Data Integrity Committee was established to address many of the data issues on campus, chief among them to solve how we can make our student information system more responsive to the needs of off-campus programs. This group helped the University identify a range of data issues that, if resolved, would provide a more professional approach to off-campus program delivery and management. Recognizing that outside professional assistance would benefit the desired movement in this direction, the University has contracted with a specialist in Banner (the University student information system) to help resolve these issues. The first meetings with the consultant are scheduled for mid-January 2013. Once this work is completed, the University hopes to have a robust student information system that will support the procedural and structural changes identified



C

Another area the 2009 HLC report identified for follow-up was institutional planning. In particular the team commented on the need for more systematic planning throughout the University, with a rigorous process for annual review. They also noted the need for the use of more benchmarked data in decision-making and for evidence that budget and planning priorities are intentionally related. In brief the visiting

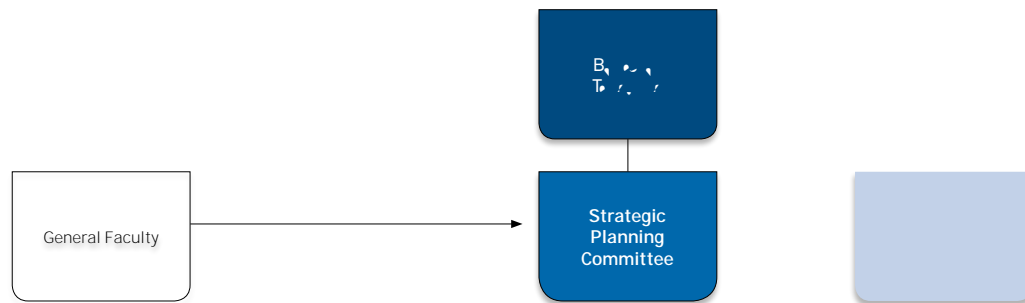


FIG .

The terms of reference for the strategic planning committee and for those committees reporting immediately to that central committee will be found in the resource room (R2-1).

While the review of the planning process is described above in a linear way, in reality far more communication occurred between the different planning levels. For example, the first conversations focused on the strategic pillars that would drive the plan. That conversation started in the spring of 2011 in General Faculty meeting, when the provost invited faculty to think of the mission of the institution and the present situation of the University and then write down three strategic themes they considered most important to advance the mission of the institution.

Patterns immediately started to emerge and after broad consultation at various campus levels, the board voted six strategic pillars to drive the new strategic plan: Quality, Faith Commitment, Service, Community, Growth and Financial Resilience. Later in the planning process and on the initial recommendation of a President’s Council member, a seventh pillar of Leadership was added.

The next level of conversation was over major strategic initiatives. Once clear directions started emerging from campus conversations, these major initiatives were once again discussed at multiple levels. Six strategic initiatives were voted by the Board of Trustees and then disseminated to the planning groups to ensure that unit plans reflected those initiatives. In this way an ongoing process emerged where departments had opportunity to be creative in identifying their own preferred directions for the future and

impacting the institutional plan. The process also fed back information to departments so that eventual plans became aligned with the institutional plan. The different levels of planning can be seen in the following figure:

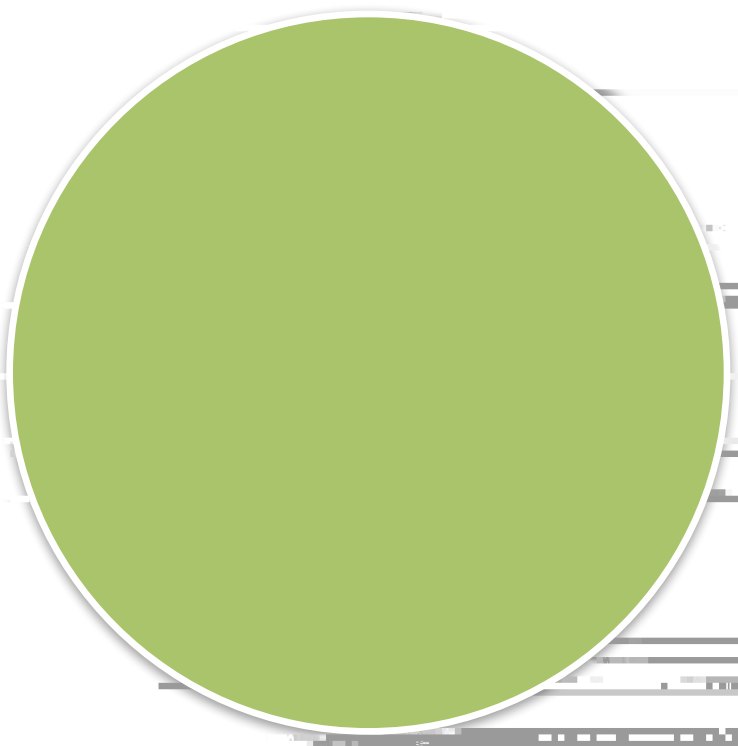


FIG .

The most complex part of the planning process occurred once the next level of plan development started: selecting the institution-wide focus plans that would fall under each strategic initiative. By this time in the process, multiple campus groups had identified their preferred department- /school-level strategies. However, since the unit planning had already taken place in the context of the agreed strategic themes and initiatives, clear patterns once again emerged. The Academic Master-Planning Committee served a key role in pulling together some strong points of focus for the academic areas of campus; the same happened for student life, the next most complex grouping of campus areas. The central Strategic Planning Committee, after a second review, gave final shape to the draft plan.

The President's Council and the Board of Trustees had a final opportunity to review the plan before the board voted it in June 2012, for implementation in August 2012. Action plans for each initiative were not voted by the board. Those have been and will be developed at an operational level as the plan is implemented. This visual helps define the responsibilities and timeline for each stage of the process:

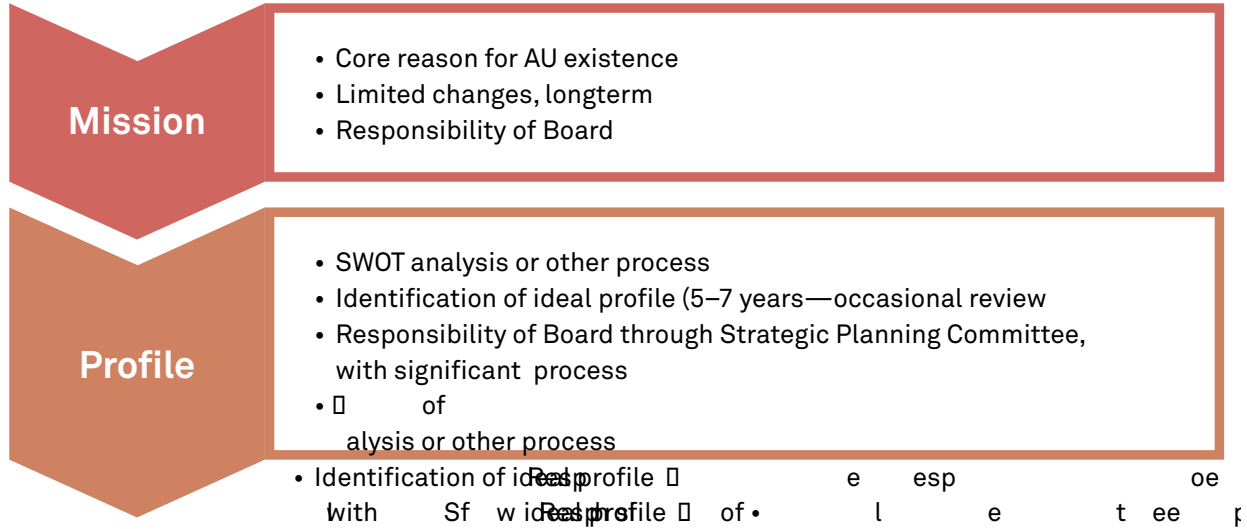


FIG .

may not be sustainable. These wish lists did not make it into the final plan. The University will need to continue to develop a planning culture that encourages vision and realism, so that individuals do not feel they were encouraged to plan and then not supported in some of their dreams.

D

tion has been to help the University establish some of its preferred future benchmarks (KPIs). For example the 2012 comparative figures from IPEDS suggest that our graduation rate of 63% is 5% above our comparative group median (and a few percent above our recent graduation rates) and our retention rate of 78% is 2% above the median for that same group. That confirms our KPI goals of 60% for the graduation rate and 80% for retention as both realistic and a moderate indication of the success of Andrews University as an academic community.

The development of the University-preferred future benchmarks, which double as our KPIs, has also been an important institutional development. These have been established as measurable outcomes to support six of the seven strategic pillars (leadership was added later and goals are still being established for this pillar.) In our 2012–17 strategic plan these read as follows:



- First-year retention will be 80%
- Undergraduate degree completion rate (6 years) will be 60%
- Undergraduate faculty-student ratio will be 12:1
- Master degree completion rate (4 years) will be 80%
- Professional doctoral completion rate (6 years) will be 65%
- PhD completion rate (10 years) will be 45%
- Out-of-U.S. degree completion rates will be the same as the home campus
- 78% of regular faculty will have terminal qualifications for their discipline
- Out-of-U.S. faculty qualifications will be the same as the home campus
- Average faculty productivity research score will exceed 1.35
- 80% of alumni will be accepted into graduate school or in employment in their field one year after graduation
- The professional licensure pass rate in all disciplines will be at 80% or higher
- The ETS Senior Test cumulative score will be at or above the national norm for all institutions



- Percentage of bachelor degree graduates stating personal commitment to an active life of faith will be 85%
-

- Average undergraduate tuition discount will be between 35%–40% of total tuition
- Average graduate tuition discounts and scholarships will be between 35%–40% of total tuition
- Faculty salaries will be at or above the 40th percentile for similar institutions and disciplines/positions
- Professional staff salaries will be at the marketplace median for similar institutions and positions
- 15% of U.S.-based alumni will give annually to the University
- 75% of graduates will indicate active commitment to a healthy and balanced lifestyle

G. \

- 2,000 undergraduate students will study on the Andrews University campus, or by distance education through the main campus
- The undergraduate admission to enrollment yield rate will be 45%
- 2,000 graduate students will study on the Andrews University campus, by distance education through the main campus and at locations in the United States
- The graduate admission to enrollment yield rate will be 40%
- Around 7,000 students will study at international locations

F

- Debt ratio will be less than 20%, with annual debt reduction at \$1 million annually
- Annual capital allocation equal to the annual operating gain
- Annual operating gain will be 4% annually
- The annual cash reserve will be increased by \$2 million

Even though these KPIs have been set to respond to the 2012–17 institutional strategic plan, a report using these benchmark goals was shared with both General Faculty and the Board of Trustees in the fall of 2012 (Resource Room R4.2). Some further data still needs to be collected to ensure a full report for next year (particularly in the area of off-campus and alumni data). At least another year of data will also be needed before the information becomes useful in making systematic University-wide decisions. However, as Section 5 of this report will outline, this same data (and more detailed support data) is already being used on a regular basis for operational and unit planning decisions.

Another area of implied concern by the visiting team related to regular monitoring of the strategic planning and the relationship between that monitoring and future planning.

The 2007–12 strategic plan was monitored through the Office of the Provost. While this process was disrupted to some degree by three different provosts holding office during the five years covered by the plan, various other individuals or committees (E.O.s and Coati t)UD[(v)riogi/E.ner)-cts(elat)9 t)0 ensurmonit)T.(ac

However, since the development of the 2007–12 strategic plan, the institutional culture for assessment and planning have both deepened. This depth provides a stronger base for even more meaningful monitoring and continuous planning as the institution engages with its latest plan. As a result, the 2012–17 strategic

As the new plan is only months into operation, monitoring and measurement have also just started. As an initial monitoring device, the provost developed a working implementation plan (Appendix A4.2). This document is a work-in-progress, as action plans continue to be developed. However, based on this implementation document, both the strategic plan and responsibilities for implementation are in the process of being entered into WEAVE (the University management system for assessment). This work should be completed before March 2013 and all individuals responsible for specific action plans will be asked to regularly update the WEAVE entries on at least an annual basis. In addition, the Strategic Planning Committee and its immediate subcommittees (see Fig 4.1) will meet at least twice in the latter part of each academic year to review progress and see if any adjustments need to be made to the focus and action plans.

The Strategic Plan itself also demands a level of continuous planning on the campus. For example, one of the focus plans called for the development of a physical master plan for the campus. In the spirit of building a culture of planning on the campus, the president invited the fifth-year architecture studio students to develop that plan as their project for the year. The students and faculty teaching the studio class have taken this opportunity to engage the campus widely in the process of establishing guidelines for future campus development, as well as identifying preferences for building priorities and their placement. The strategic plan was one of the foundational documents used in focusing the student conversations. The documents related to this process will be available to the visiting team in the Resource Room (R4.3).

Other campus focus groups and ad hoc committees have also started meeting during 2012–2013 to respond to specific strategies, particularly where focus plans identified an area of need and required the development of more detailed strategy. For example, the campus has responded to the president's drive to ensure Andrews University is a campus known for its commitment to wellness. As a result, different focus groups have met to consider what changes might look like if the University ensured this commitment became part of its core community values. One group has considered this in relation to students, another in relation to employees. A sub-group of the student focus committee has developed an application for a McGregor Award that would strengthen the Department of Agriculture links with the community through an organic greenhouse project.

The Board of Trustees and President's Council have also taken the lead in committing to a Wellness Center as the next major campus capital project. Another group is developing the plans for the Wellness Center project. All of these multiple conversations are helping the University forge more specific plans to drive forward this particular institutional focus that is also related to meeting a number of the initiatives in the strategic plan. Similar broad-ranging planning conversations are also active in the areas of career support for students, and in student retention. In addition, a Noel Levitz representative was invited on campus to advise on the validity of the University benchmarking in areas of student scholarships and retention.

Another evidence of continuous planning on the campus lies in the processes used by different schools for planning. Each school has developed its own approach. For example, the School of Business Administration created an Innovations Council and then later held a retreat for its entire faculty. The School of Education took an action to develop its plan around the institutional strategies. The School of Graduate Studies & Research approved a standing strategic planning committee that reports to Graduate Council and

some new directions for a number of its programs. The institutional plan has already identified the School of Health Professions as one of the important areas of campus development for the next few years.



While the visiting team did not find evidence of strong connections between planning and budget decisions in 2009, the University has since then taken steps to ensure such connections are more visible.

Part of that visibility is in the operation of the central financial committees. The Financial Management

port because of planning priorities is the Faculty Institute. The establishment of this institute to support professional development was voted by the deans, is in the Strategic Plan, and has been supported in budget. The first successful institute was held during the summer of 2012.

C

In addition to trying to ensure that the campus was widely engaged in the development of the new institutional strategic plan, the University has ensured the plan is as visible as possible to the campus community and to other constituencies. Once the 2012–17 plan was approved by the board in June 2012, the Division of Integrated Marketing & Communication created a number of publications to ensure wide circulation of the plan. A small pocket version of the plan (PDF in Appendix A4.1) was distributed to all employees and board members. A brochure of the plan, written more for public relations use, was also given to all board members and is used for public relations purposes in fund-raising, for visitors, church leaders and other interested parties. The annual calendar for the University, distributed to faculty and staff, also significantly highlights elements of the plan. The team resource room will include copies of all the communication tools (R4.5). In addition to these published documents the strategic plan is found on the University website at http://www.andrews.edu/board/docs/strategic_plan_web_version.pdf. Regular reports to the Board of Trustees and General Faculty also ensure that the campus is aware of the plan and its progress.

E

Over the last four years, the University has significantly focused on developing a culture of planning. The last two years have been particularly strong in this regard, with a large number of individuals taking an active role in development of the present strategic plan. With a similar deepening of the culture of assessment across the campus, strong foundations are now in place to ensure that planning and assessment are inextricably connected to campus decision-making and that these processes are also embedded in decisions on financial priorities. While the present strategic plan is still new, and some reporting processes still need to be refined, the University considers that a culture of planning is now pervasive.



The visiting team in 2009 reported that Andrews University was weak in the area of assessment. They recommended that during the focused visit, Andrews University demonstrate that it has “strengthened assessment strategies, broadened the culture of assessment among faculty, staff, and students, and tied assessment to institutional planning” (page 29). The components of the old criteria that specifically dealt

an abundance of possible question types, the group realized the need for a philosophy to guide practice at Andrews University with the intent of ensuring data collected through evaluations becomes a tool for faculty development and institutional improvement. To date, a philosophy of student evaluation of teaching has been developed, followed by a draft set of questions. Both the philosophy document and the proposed questions have been reviewed by faculty and, after pilot testing is completed, will be brought to the general faculty meeting for approval.

The approach used to develop this philosophy and the evaluation questions represents an attempt to follow best practice. In developing the questions, both faculty and students were invited to give input. Approximately 100 students, of all levels, were polled to determine which of the longstanding questions they felt collected useful information. The small committee considered this information as they determined a draft set of questions for the new instrument. The draft was then shared with the school deans, at least several of whom shared it with their faculty. Revisions were made, and as indicated above the document was presented at the general faculty meeting for further comment.



The major tool used for managing and monitoring assessment at Andrews University, since summer 2010, is WeaveOnline. Weave is a web-based assessment information management system. In this system, departments record their department or program mission statements, learning outcomes and other program objectives, and what measures are used to collect data. Faculty are responsible to define achievement targets, then enter their assessment data, or findings, each year, along with any resulting action plans for program improvement. Additionally, learning outcomes can be linked to University and general education goals, allowing for the generation of reports on one or more specific University or general education goals, in addition to program reports. Monthly status reports of department/program activity in Weave have been used since the 2010–2011 school year to inform school deans and the provost about assessment progress (R5.3).

In addition to this central tool, other key technology resources are helping support assessment in an intentional way. In 2011 Moodle replaced D2L as the University's learning management system. The recent Moodle update has a rubric feature that allows for aggregation of data. This feature will greatly enhance the ability of faculty to collect and use meaningful assessment data. Faculty training on the new update will begin in early 2013. Then in 2012, the University purchased Class Climate, a course evaluation software that facilitates data collection from student evaluations of teaching. The software will allow faculty to receive their evaluation results more promptly, and will allow data aggregation for the University as a whole, as well as by department, school and faculty. The software will be fully implemented for student evaluations in spring 2013.

Other computer software is also used to support assessment across the University. The Office of Institutional Effectiveness has been using the Lime survey tool for the senior survey since 2010. Since then, it has been used for the 2012 Alumni Survey and the Seminary's assessment questionnaire. Survey Monkey is used by a number of departments, primarily for surveys, but also for collection of outcomes data from rubrics. The survey program Remark is used by Griggs University for both surveys and testing. LiveText is used extensively by the School of Education for outcomes assessment, and by the School of Education and certain Seminary programs for student portfolios. Each of these tools brings certain strengths to assess-

ment support. Over time, the University may choose to focus its efforts on fewer variants, maybe by more use of Class Climate, and thus avoid duplication of effort. However, this remains a decision for the future.

Effectiveness Assessment

A variety of methods are used to assist faculty with assessment, primarily through the Office of Institutional Effectiveness. Presentations on assessment have been given to groups in general faculty meetings, new faculty orientation, school chairs' meetings, and departmental faculty meetings. Lunch seminars have been

gether. One of the ideas this group generated was the need for a system to promote academics on campus as an institution rather than a collection of schools, departments or programs. The team recommended a provost's cabinet and alignment of all academic committees to ensure that responsibility for an academic culture doesn't rest with one person. This was realized in the creation of an Institutional Operations Team, the broadening of the provost's immediate team (see section 2 of this report) and the deans' involvement in facilitating special projects. A second recommendation that came out of the workshop was to develop systems to ensure the integration of assessment in courses, programs and institutionally. Specifically, this included the need for curriculum mapping and reporting of outcomes assessment in program review and in all applications for new programs. Both of these are now required (R5.2). The recommendation also included the suggestion that program outcomes be incorporated into course syllabi, which was implemented in January 2013.



One of the most important ways of supporting assessment development on campus is through the Committee for Institutional Assessment. This committee has significantly grown in its capacity to impact assessment at the University. The terms of reference were revised and reviewed by the committee in fall 2010, in order to give the committee more decision-making power (Appendix A5.4). The committee's role is summarized in the *University Catalog* as "responsible for promoting sound assessment practices across campus as a means for continuous quality improvement" (1:610:14).

The committee, made up of representatives from all schools as well as non-academic entities, is the main body for reviewing assessments that affect the whole University. These assessments include general education skills (ETS Proficiency Profile), measures of how well Andrews University achieves its mission (senior survey and alumni survey), and surveys of student engagement (NSSE, FSSE). When there was a discrepancy in NSSE and FSSE results between student and faculty perceptions of how often students received "prompt written or oral feedback," the committee referred these results to the provost for follow-up. The data was shared in General Faculty Meeting to raise faculty awareness of student perceptions. In response to falling scores on the ETS Proficiency Profile, the committee proposed that an administrator be present at the beginning of the test to help students to understand its importance. This was implemented immediately, and has resulted in significant improvement of scores. This year the committee has also heard reports from the various schools, including a report on off-campus programs from the School of Distance Education, and from other entities on campus, including Student Life. By this process, the committee is able to monitor the big picture of assessment across the University and look for common themes that may need to be addressed institution-wide.

The Committee for Institutional Assessment not only reviews overall institutional data, but also disaggregated data. Data from the ETS Proficiency Profile has been disaggregated by age, gender, ethnicity, language, GPA and major program. Senior survey data has been disaggregated by school, major, honors involvement, citizenship, ethnicity, language and gender. While an alumni survey was conducted in 2012, because of the low number of responses, the data will not be disaggregated until another year or two of data is added. This disaggregation also assists the committee in making more targeted recommendations.

2011. Andrews University was recently recognized by The Education Trust (September 2012) as a “top gainer” in Black student graduation rates among private institutions (see article in Resource Room R5.5, p. 9).

Besides reviewing data, the committee has been actively involved in other assessment related decision-making. They were involved in the decision to purchase WeaveOnline. They contributed to the revision of Andrews University goal statements, and the development of both the Philosophy of Assessment and assessment policies documents (Appendix A5.1-3). They have advised on use of external survey instruments (such as the NSSE and FSSE) and suggested changes to questions on internal instruments (senior and alumni surveys).

E

In summary, Andrews University has responded to the challenge to strengthen assessment strategies. The guidelines and tools are now in place to support the regular assessment of student learning, as well as assessment of services and other measures of educational effectiveness. In order to ensure that assessment of learning becomes woven into the fabric of Andrews University, however, we will need to continue to promote assessment of learning outcomes as an expectation of good educational practice. Now that a system is in place for regular assessment, a procedure for periodic evaluation of program assessment plans would help to improve the effectiveness of our outcomes assessment. This is a task that is appropriate for the assessment committee, as two of the items in the committee’s terms of reference are to “examine assessment procedures across the university” and “assist departments with the development of goals, criteria, and assessment tools as needed.” Furthermore, time is needed for faculty to practice assessment, and have opportunity to discuss findings within and across departments.

B. Culture of Assessment and Student Learning

C

The visiting team in 2009 felt that the culture of assessment of student learning at Andrews University was

knowledge, communication, critical thinking, interpretation of results, ethical research, and potential for publication. Members of the Graduate Council gave input on the document and approved it, and the document is now in use. The new rubric will provide data that can be aggregated and used for improvement of the University's dissertation process.

These new initiatives, however, do not diminish the importance of some longstanding University assessment processes. Student evaluations of teaching are conducted every semester. Annual performance evaluations are conducted on faculty, staff and administrators. Undergraduates are surveyed in their senior year to collect their feedback on achievement of University mission and goals, program quality, and students' spiritual commitment. Institutional Research data is used to monitor student numbers, and admission, matriculation, retention and graduation rates. All of these processes, important in themselves, also feed into new processes and into helping the University assess if it is meeting the goals identified in the Key Performance Indicators.

Non-academic areas of the University are also increasingly active in assessment. For example, the Division of Student Life is responsible for the coordination and delivery of experiences in the co-curriculum. The department conducts a co-curricular survey each spring, as one means of collecting data. Attendance at events, as well as feedback from students, provides guidance for future programming. The Division is in the process of developing a "holistic set of co-curricular programming objectives that align with the mission of the University and that could provide a basis for better measurement in the future" (email correspondence, December 12, 2012). They are also in the process of adopting software that will build a co-curricular transcript for students, which will include the ability for both self-assessment and external assessment. One of the options for students is an experiential learning component of the co-curriculum, called the Changes program. In this program, students write a learning reflection paper, which provides data on student learning, particularly in the area of attitudes and beliefs. Areas within Student Life, such as the residence halls and campus ministries, are also involved in assessment of both student learning and satisfaction with services.

Finally, other service departments across the University continue to use assessment to monitor quality of services. Academic Records employs surveys to monitor registration processes. The online registration process has been refined and improved because of this feedback. The University Bookstore and ITS both survey customers on their satisfaction with services. Dining Services conducts periodic surveys on new food items, and has a place for patrons to leave feedback, which is then considered for making improvements. In these areas feedback and decisions on improvements are immediate.

College of Arts & Sciences

At the comprehensive evaluation visit in 2009, collection of outcomes data in the College of Arts & Sciences (CAS) was primarily a function of the externally accredited programs (many of which are now part of the School of Health Professions). Since then, however, the college has made great progress in assessment of student learning. In the 2010–2011 school year, with support of the college dean, and in consultation with the assistant provost for Institutional Effectiveness, department chairs in the college either confirmed, revised or wrote learning outcomes for their programs. They identified relationships between

torical Traditions and Global Culture, B.9. Structural Systems, B.12. Building Materials and Assemblies Integration, C.1. Collaboration, and C.9. Community and Social Responsibility (page 30).



The School of Business Administration also has a very strong focus on student learning. An annual assessment report is written, and faculty meet each August in an assessment retreat to review assessment results. Assessments include both direct and indirect measures, and external as well as internal assessments. Assessment data has been disaggregated for the on-campus MBA program offered at Northern Caribbean University in Trinidad, which is now in teach-out. The faculty member who is in charge of the

committee reviews the school's assessment report and recommends any areas for follow-up to the school faculty, where decisions are made for school-wide improvement initiatives. A final report is presented to the Teacher Education Council, which is composed of School of Education faculty, content area faculty for teacher education and the dean from the College of Arts & Sciences, representatives from area K-12 schools, both public and private, and the church's education directors from the state and region. The School of Education 2012 Assessment Report will be available in the Resource Room (R5.6).

The School of Education was recently reaccredited by the National Council for the Accreditation of Teacher Education. The Board of Examiners rated Standard 2, Assessment System and Unit Evaluation (including sections on the assessment system, data collection, analysis and evaluation, and use of data for program improvement), as having met, not just acceptable, but target expectations. The report said:

The team found a complete system of assessment to be alive and active within the unit. The design of the system involves all faculty, uses research-based artifacts and assessment procedures, and informs decisions by unit program teams about program improvement. The assessment director is a new staff position devoted to the task of assessment for the unit. Further, the assessment department includes staff to facilitate the assessment work that needs to be done. Assessment is a priority with all program faculty, as well as for unit leaders. Assessment is an ongoing way of life for faculty who are actively embracing assessment of their own work, as well as of their candidates. Both initial and advanced programs, as well as other school professional programs employ largely uniform assessment processes and instrumentation. (November 12-16, 2011, p. 16)

Furthermore, assessment was listed as a strength in the report, indicating "outstanding practice."

The team noted that the unit assessment system is an area of strength for Andrews University School of Education, in all three Standard Two elements. Data are widely collected for all programs. Data are widely employed for program improvement conversations throughout the unit and across months and years. Data are used to assess the assessment system itself in an ongoing way by leaders and faculty members of all programs at all levels. Program improvements across the past three years have been cited and documented, based upon data aggregation, disaggregation, and analysis by all program teams. Faculty members actively and enthusiastically embrace the unit assessment system to determine course effectiveness with student learning outcomes and improvement of their own teaching. In short, a living culture of assessment exists within the unit. (November 12-16, 2011, p. 16)

The School of Education is truly a data-driven, decision-making body.

four-year dietetics (DPD) and the dietetics internship (DI) programs had their comprehensive on-site evaluation for reaccreditation by the Accreditation Council for Education in Nutrition and Dietetics in April 2012. For this visit, the faculty had engaged in extensive work on both developing and refining rubrics to help provide meaningful assessment data. While further work still needs to be done to solidify the processes for aggregating data, the visiting team rated the internship program as exemplary in the category “evidence of continuous quality improvement” (Site Visit Report, April 15–17, 2012, p. 3). The Department of Physical Therapy prepares an annual assessment report for its Doctor of Physical Therapy program. The DPT Curriculum Committee, made up of faculty and representatives from the current student body, alumni and internship supervisors, reviews the report in November each year. From this data, the Curriculum Committee may decide to make curriculum changes or other decisions for program improvement.

posed in February 2010, demonstrating that the seminary (and the university) have made a significant developmental investment in planning and assessment (page 3).

The seminary as a whole, as well as individual programs, are now engaged in discussions about student learning, and are increasingly realizing the value of assessment. The MA in Pastoral Ministry program is thoroughly analyzing its curriculum in conjunction with program review, with determination to have a more defined curriculum and be able to collect useful outcomes data. The MA Religion program director is also involved with program review, and is anxious to do curriculum mapping to see how learning experiences are sequenced in the program. In DSRE860 Teaching Religion in College, doctoral students were asked to describe the philosophical framework of their degree program. In that assignment, students included the aspect of teaching, which was not one of the PhD program outcomes. When this information was shared with the program director in fall 2012, a learning outcome on teaching was added. The Doctor of Ministry program created rubrics for each chapter of the final project, which are written after each module of the program, and has begun to collect this data from faculty. Survey and completion data has already been disaggregated for on-campus programs, and rubric data will be available by location in the spring of 2013. The Doctor of Ministry program also created an admissions protocol for students that lack the required prerequisites to enter the program. The *Admissions Protocol* addresses the process for students that possess a theological or ministerial master's degree but do not have a Master of Divinity. The PhD in Religion agreed to use funds to pay doctoral students to teach classes. This decision was inspired by their new teaching program outcome. In the fall of 2012 five out of the seven seminary programs made further revisions to their program outcomes. In the November 2012 faculty meeting, when the assessment coordinator presented the revised list of program outcomes for publication in the new bulletin, a lively discussion ensued. Faculty felt that some important outcomes were not included, while outcomes from certain departments were overrepresented. This lively discussion in itself validates the improving culture of assessment within the seminary.

Feedback from faculty has validated their increased understanding of the value of assessment. One faculty member reported, "I know it has taken me a while to give you a formal response to the results from my rubric. However, I have done what I believe is even a more important piece of this assessment process. I am teaching this course this semester and have already implemented what I have learned from the compiled results of my rubric" (September 28, 2012). In response to the development of a calculation tool which provides immediate student performance feedback on their rubrics one teacher stated, "This rubric calculator has made our work easy and the results provide a clear overview of where my students stand in the elaboration and delivery of sermons. It highlights weak outcomes so I can create deliverables to improve students' outcomes next time I teach the class" (December 14, 2012).



The School of Distance Education deals with two important aspects of Andrews University's educational programming. The first is online learning and online programs. The second is on-campus programs. Each of these areas adds complexity to the University assessment profile.

Online Programs and Courses

Online courses are assessed at several points throughout their development and delivery, as well as being

part of any department/program assessment. The assessments specific to online programs and courses are as follows:

- Informal Development Assessment
- Assessment of Online Course Materials
- Student Assessment of Online Courses
- Midterm Student Evaluation of New Online Courses

During development, the course author or faculty member meets with the School of Distance Education instructional design team for design and development. During this time, informal assessment is used to improve the design and delivery of the course as it moves to an online format.

Currently, after the course is developed the faculty member completes a self-assessment using the Online Course Approvals Form, then submits the form and the full course to the Online Course Approvals Committee. The committee reviews the course and assesses whether the course meets the Andrews University Standards for Teaching Online. If changes are required, the faculty member is informed and given training and support as needed to improve the course. Then the course is resubmitted for approval. This process is currently being revised. The Online Course Approvals Committee approved a new process in December 2012, and that new process will be submitted to the General Faculty Meeting for a vote in the next few months. The new process emphasizes more training and support during the development phase; provides for self-review, peer review and external review for each course; and provides oversight of the student assessment data for online courses. The online course approvals document will be available in the Resource Room (R5.7).

All online courses are further evaluated by students, using the Student Opinion of Teaching evaluation. This data is used by faculty and chairs to improve the online courses. When Andrews University implements Class Climate in spring 2013, the associate dean for Higher Education in the School of Distance

(pages 18, 24, 25). Team members had received feedback that programs were not always well adapted to the culture or context. There were also concerns among the team that the accelerated course format may not provide sufficient time for students to do research or access the library. In summary, the team stated that assessment of student learning at off-campus locations “needs to be both strengthened and integrated into the University assessment protocols” (page 28).

Several key changes have facilitated the collection of educational effectiveness data from off-campus programs so that a number of improvements have been and are being realized. Probably the most important change is the creation of the School of Distance Education, which, since July 2011, is now in charge of off-campus programs. This has resulted in an increased number of staff dedicated to the support of off-campus programming. The director of Student Services is now in charge of overseeing assessment for the school. The newest member of the team, the Financial Services manager, while in charge of billing for off-campus programs, will also keep track of the various schedules for each program, thus aiding in the timely collection of necessary faculty and student data from each location. In addition to School of Distance Education staff, a number of staff in the other schools support assessment processes within their departments, gathering data and helping to produce reports.

This increased focus on assessment in off-campus programs has been helped by other changes and developments. The Affiliations & Extensions Committee was restructured and renamed as the Off-campus Programs Committee. Membership includes representatives from all schools and programs involved in the delivery of off-campus programs, and they meet most months during the school year. The committee is working to coordinate efforts and standardize procedures across all off-campus programs. This includes assessment. In addition, the acquisition of the web-based assessment information management system, WeaveOnline, has provided a central location for recording program outcomes and reporting assessment data and resulting improvement initiatives for all University programs, including those delivered at off-campus locations. Use of the system has steadily increased. Off-campus programs are included in monthly status reports, and data specific to these programs is increasing.

The recent restructuring of the Office of Institutional Assessment to the Office of Institutional Effectiveness now also allows for a more comprehensive focus on the collection of a variety of educational effectiveness data. For example, in the summer of 2012, completion rates over several years were calculated for the Doctor of Ministry program, including cohorts on campus, as well as in and outside of the United States. The structuring of the University’s student information system, Banner, has made it difficult in the past to collect persistence and completion data for graduate programs. However, in recent months a team has been working on identifying all of the data and process needs across campus, and Banner specialists are being contracted from the beginning of 2013 to help to reconfigure the system to meet outstanding needs. A number of those relate to off-campus programs and the University looks forward to having the full capability of retrieving all the data needed to make more informed decisions about the effectiveness of all of our graduate programs.

While processes are in place to help the University improve its capacity to get consistent data on a regular basis, the Office of Institutional Effectiveness has been working with departments and the School of Distance Education to implement the assessment of learning outcomes for each location on an individual basis. Off-campus programs are built upon the academic programs on campus. However, there are unique differences in certain off-campus programs to meet the needs of specific locations.

livered in eight international locations, and a new program is planned for Sudan. This is a program that must remain responsive to the needs of the development world as its students are often from NGO organizations such as World Vision, the United Nations and Adventist Development and Relief Agency (ADRA). In cooperation with an advisory board, which includes NGO representatives, program faculty recently completed an extensive review of the curriculum, and reworked their learning outcomes. This has led to several plans for improvement. The major project has been assessed by two or three faculty, and graded on a pass/fail basis. The program faculty are currently working on a rubric to improve this assessment, both for informing students of expectations, and for providing data that can inform program improvement efforts. Recently, program faculty began to do a purposeful library orientation, so that students could access the library for class and major project research. With that orientation came the realization that a number of students had a minimal computer background. Therefore the program is taking steps to address this deficiency. The School of Distance Education has also developed a process to provide immediate feedback on programs offered at locations. This process has been piloted with the International Development master's program. During the summer of 2012 the provost visited one of these locations, met with students, faculty and administrative staff, and completed an assessment. The dean of the College of Arts & Sciences has visited another location since that time. Their input will become part of the ongoing program review process.

One significant challenge for all off-campus programs is library access, although this has significantly improved since the 2009 evaluation visit. With the help of the graduate dean and the records office, off-campus graduate students can now have year-round library access. When students register for a class in their program, they are entered into the library system for one year. This solves the problem of library access that is needed to complete projects, etc. The challenge comes when an instructor arrives at the intensive site to begin a new cohort and discovers students who have not registered ahead of time. The instructor must immediately email the registrar to register the students for the class. The registrar then promptly enters them into the system so that the students are included in the library patron load. However, if the student has not been accepted into the program they cannot be given library access until they are issued an Andrews ID number and an email account. The School of Education has worked to solve the issue of library access by sending out course syllabi in advance to all participants. These syllabi contain the textbook and class readings. Students are encouraged to order textbooks directly from Internet sources. Additionally, course instructions include resource books and instructions on how to access these materials (if necessary) from the James White Library. In many cases professors also use direct links to Internet materials. The important factor in the success of intensive course formats is to provide materials well ahead of time and to require significant readings (and or discussion papers) to be completed before the course begins. In some instances, students are also given extra time after the class to complete readings and major assignments such as research papers.

E

Since the team visit in 2009, Andrews University has grown tremendously in its understanding of assessment. Assessment processes are no longer confined to programs with specialized accreditation, but are part of the expectations for all programs. Resistance to assessment has decreased, and some excitement is creeping in. The purposeful review of assessment data is becoming more commonplace. Assessment processes are in place to ensure quality online programming. Directors of programs with off-campus locations are beginning to analyze their data in ways that will identify issues that may arise at a particular location. To continue to grow the culture of assessment, Andrews University will continue with the processes

described previously. Next steps include extensive work with Banner to facilitate registration of students at off-campus locations, and support for our affiliated partners to ensure that they can fulfill assessment expectations.

C. Assessment Tied to Planning

C.1.2009

The visiting team in 2009 raised concerns about how assessment data was used for academic decision-making across campus (page 24). They said that the program review process was inconsistent, and pointed out how the information collected through program review could feed into future SWOT activities and planning. The team noted that data from off-campus programs did not feed into annual assessment reports, and it was unclear how this data, as well as data from programs with specialized accreditation or general education was used for making curricular decisions. The team asked that Andrews University demonstrate that it has tied assessment to institutional planning (Appendix A, pp. 24, 25, 29).

In response to this concern, this section will focus on the following:

1. Program review
2. Annual reviews, course evaluations and professional development

4. To review the relevant departmental/program strategic goals, progress in meeting these goals, and ways in which the unmet goals can be reached
5. To educate the rest of the Andrews University community about the contributions of the programs to the University and the Seventh-day Adventist Church

Four criteria guide the program review process—from the questions that program faculty must answer to the work of the review panel. These criteria are:

1. Mission, history, impact and demand for the program
2. Program Quality—inputs and processes, program outcomes, evaluative tools and documented results, including success of graduates
3. Financial Analysis—seven-year review of department income and revenue
4. Strategic Analysis—strategies, progress on strategies, weaknesses, new opportunities, threats, action plans and future needs to reach strategic goals

their application for submission to the American Speech-Language-Hearing Association, with a projected start date of August 2014.

A result of the architecture program review was that their annual Bolivia mission trip, which had been cut because of funding, was reinstated. It was seen to be an important part of the unique mission of the program. In the architecture's reaccreditation visit in spring 2012 from the National Architecture Accrediting Board, the Visiting Team Report (April 4, 2012) noted:

The School of Architecture exists within a Christian Seventh-day Adventist university context. The Christian beliefs of the Seventh-day Adventist Church hold, among other things, that the biblical guide for life balances mind, body and spirit. It also holds that each person is blessed with God-given talents that are to be fostered and developed for use in benefitting others as well as the cultivation of livelihood. The School of Architecture at Andrews University exists so that the discipline of architecture, which affects all humankind, can be studied and nurtured within an environment structured around this biblical worldview. Further, it exists to train individuals to seek solutions to design problems that are functional, meaningful, sustainable, and beautiful following the example of God's creation.

The School of Architecture excels at realizing this mission throughout the program and specifically the Urban Design Studio ARCH 521, Topics Studio ARCH 522 and on-campus program requirements and optional opportunities such as the Bolivia Program and the Jordan Field School. The School has been recognized nationally by Congress of the New Urbanism awards in 2007, 2008, 2009, 2010 and 2012. Participating in mission-oriented projects through various other course offerings reinforces not only the Mission of the School of Architecture but that of Andrews University. (page 4)

The Leadership program review is completed and is with the provost for final action. Program reviews for Educational Leadership and Social Work are in the final stages, just waiting for responses by the departments before the completed reports go to the PDRC. School Psychology and Clinical Mental Health Counseling are in the panel review stage, and a number of other programs are preparing their self-study. Samples of completed program reviews will be available in the Resource Room (R5.8).

ASSESSMENT

At Andrews University, reviews are conducted annually on faculty, staff and administrators. These reviews are the basis for individuals to make plans for improvement of performance. Periodically, 360° evaluations are completed on administrators, at which time faculty and staff working under an administrator may provide feedback on performance. Changes have been made to the faculty annual review so that faculty must specifically include reference to progress and plans for assessment as they set goals for the coming year and report on achievement of goals from the prior year (R5.1).

As mentioned previously, the course evaluation software, Class Climate, will be used for student evaluations of teaching beginning spring 2013. Additionally, the process will be managed by the Office of Institutional Effectiveness. Not only will the system allow faculty to receive results from their classes sooner, but the new system will facilitate use of this data for decision-making and planning for faculty, departments, schools and the University. Previously, student evaluations were analyzed by one individual, so detailed analysis had to be specifically requested. Now student evaluation data may be averaged across

have impacted their lives are also shared with faculty in writing. Faculty have shared that these letters were important to them when being considered for promotion.

The alumni survey of 2012 provided a variety of useful data also. The University was pleased with the data on graduates' continued faith experience and the high percentage of graduates employed in fields related to their academic degrees. Comments on both the strengths and weaknesses of graduates' academic preparation were forwarded to their respective departments. The low number of completed responses (14%), however, has contributed to discussions on how to improve response rates in subsequent years, as alumni feedback can be particularly valuable for informing programmatic improvements. For this reason, a number of graduate programs do their own follow-up surveys of alumni and/or their employers. The School of Business Administration conducted an alumni survey in 2009–2010, and found a small percentage (2–3%) of alumni rated their preparation in computer-based skills as “not effective.” The school noted that 62% of alumni graduated prior to the year 2000, when the curriculum was revised to have greater emphasis on computer skills. Because of the small percentage of negative responses, and the changes to the curriculum, it was decided to wait and see what the results would be in the next alumni survey (2010 SBA Assessment Report, pp. 52–57). The Doctor of Physical Therapy program does an alumni survey annually. Survey results, together with licensure exam scores, showed lower preparation in the cardiopulmonary section of the exam. These results prompted the faculty to strengthen the cardiopulmonary emphasis in the program. Data will continue to be monitored to see if the changes result in improved scores and ratings (Physical Therapy Curriculum Review Committee, November 14, 2011, p. 114).

As described in the previous section, the School of Business Administration evaluated their outcomes data and decided to modify the project in the Master of Business Administration capstone course. They revised

In summary, the University has recognized that for assessment to be successful, “sta ng” adjustments will need to mean that academic administrators at all levels must actively engage in encouraging and helping monitor assessment practices. It also means that more sta throughout the campus will need to be engaged in supporting the development of strong assessment practices amongst faculty and other sta . In practice, the University has increased the profile of assessment in the organizational structure by the appointment of an assistant provost for Institutional Effectiveness who carries a more strategic and University-wide coordinating role than the previous director of assessment role allowed. It has also meant the appointment of several additional sta , most embedded in schools, but who work as a team to ensure the development and maintenance of an institutional culture of assessment. Some of these individuals also carry other complementary tasks in their schools, but their roles have been redesigned to ensure they are perceived as the individuals providing service in, and monitoring, the key area of assessment. The change to University assessment culture outlined in Section 5 can to a fair degree be credited to these sta ng changes.



Section 7 of this report speaks about online programming and, as with assessment, it includes a section related to sta ng. This again summarizes many of the salient sta ng issues and is copied below:

“...[In] 2011 the School of Distance Education was established at Andrews University. This School immediately became the home for Griggs University during the transitional period of the Griggs-Andrews University merger (see Section 8 of this report). The Andrews University off-campus programs were also moved into this school, and most relevant to this section of the report, so did the Center for Distance Learning & Instructional Technology (DLiT). This Center later developed into the Higher Education Department of that school.

Before the move, the Center for Distance Learning & Instructional Technology included one full-time sta member, and 55 hours of student labor. This office supported all the online courses, the learning management support, instructional technology use on campus, and oversight of the purchase and implementation of classroom technology such as projectors and classroom response systems. The new Higher Education Department now includes the associate dean for Higher Education, an instructional designer, a learning systems designer (position posted), and 210 hours of student labor. This expanded team is able to take a much greater role in the support and development of online technology, programs and courses...

The expansion of the full-time sta support of online learning has significantly improved the turn-around time in support of faculty teaching online and using Moodle. However, not all challenges have yet been met. The online learning team has recognized that further support is needed in supporting the instructional design and course review process. This may need to be resolved by short-term contracts, particularly in the areas of instructional design and course editing.”

Section 7 also notes that in addition to more central support, several faculty (particularly some new appointments) have both interest and capacity to develop online programs, and training in Moodle of existing faculty has resulted in their increased engagement in new (or revised) course development. The University also has a restricted fund (started at \$1m) that is used to support faculty release time, or contract services to improve and develop courses. While not all problems are yet resolved, the sta ng

situation in support of online programming has dramatically improved from the situation in 2009. It is further assisted by the wider support offered through the School of Distance Education described below.



(State changes related to on-campus programs have been discussed at some length in Section 3 of this report. What follows summarizes this information.)

As identified in several places in this report, the year after the HLC team visited Andrews University, the University was invited to accept Griggs University as a gift. The consultations that led to acceptance of this gift and the ensuing changes to the operations and structures of the University were documented in the University Change of Control application during the 2010–2011 academic year. Most relevant to this section of this report, in 2011 Griggs University brought to Andrews University additional online programs and programs taught on-campus, and Griggs University was invited to accept, (8) Tj se-nigh needs TDr. (Univ-)y i2 length in

Since the School of Distance Education was only established on campus in the summer of 2011 and since staffing changes were so substantial, it will be some time before the University faculty and administration have learned how to capitalize on all the strengths of this new structure. However, the University considers it has established a structural and staffing foundation that will potentially transform its capacity to exemplify best practice in on-campus and online education.

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Since 2009 Andrews University has invested significantly in staffing to support the University in meeting its mission and best practice expectations in assessment, online education and on-campus programs. These changes have included refocusing efforts of existing staff and the addition of new staff in key areas of campus operations. However, the most extensive change has come with the setting up of the School of Distance Education, a response to both the 2009 HLC report and the 2011 merger of Griggs University with Andrews University. The University considers that these staffing changes have set it up to not just deal with present expectations, but also be responsive to future demands. Due to the recent adjustments in some areas, the impact of staffing adjustments has not yet been fully realized. However, a strong beginning has already shown the University the positive future it can expect with a few more years of maturing practice.



C

The HLC 2009 report expressed several concerns in relation to online programs and courses. They reflected that online learning occurs “with little University-wide support” (page 36), and further noted that “there appears to be an uneven commitment to the component of online education at the University among

provided and accessible for distance students. Results are already being seen in the way distance education students have been linked to campus events through streaming on the University website. In addition, the fact that the strategic definition of community intentionally includes students studying at a distance will continue to focus University attention on this important group of its students.

Specific focus plans throughout the Strategic Plan continue this same theme of commitment. Andrews University will: “Build a sense of community in on-campus student populations, whether they are studying using distance education modalities or attending a partner campus.” The University will: “Ensure that students studying at a distance (online or at locations) are integrated into the Andrews University student experience” and the campus will: “Manage communication processes to ensure maximum ownership and awareness by relevant Andrews University communities, including those studying at a distance.”

Strategic Initiative 3 includes elements taken from the strategic plan for the School of Distance Education. One element of the initiative explains the University’s intent as to, “Strategically expand the opportunities for students to study through distance modalities, focusing on accessibility, quality and flexibility.” And to achieve this “the University will:

1. Become a leader in distance education, especially amongst the Adventist community, both in quality and process
2. Promote collaboration through distance education both within Andrews University and the larger Adventist educational community
3. Identify short- and long-term plans for expanding opportunities for students to study through distance modalities and start implementation of the plan
4. Develop a robust infrastructure that supports distance education on campus.”

Establishment of the School of Distance Education: As identified in earlier sections of this report, the University has developed a new structure to allow its strategies on online (distance) education to be realized. When the HLC team visited in 2009, online learning was initiated by faculty and departments, with little coordination and support at the University level. However, since 2011, the School of Distance Education has been tasked with oversight, coordination and support of the online programs at Andrews University and has already made a number of steps to ensure the professionalism of both online courses and programs.

In December 2011, the new School of Distance Education was established, and the School of Distance Education was created.

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a result of this review, the school invited additional members to join the DLT Committee to ensure representation from those administering all current online programs. Additional members were also invited to join the Online Course Approvals subcommittee so that that all schools with online programs were adequately represented. The University also intentionally reviewed its major committee memberships so that the School of Distance Education was represented on all the major committees on campus. This will ensure that online and o -campus programs are considered in all major deliberations, including the University Senate, Assessment Committee, Undergraduate Council and Graduate Council. This representation ensures that the awareness and understanding of online and o -campus programs permeates campus decision-making processes.

The School of Distance Education has also worked on updating documents. The Policies, Procedures and Best Practices for the Development and Teaching of Online Courses was initially voted by the General Faculty Meeting in November 2010. In the fall of 2012, the policies were updated and revised to include the role of the School of Distance Education and recognize new federal regulations. The updated policies will be presented to the General Faculty in the next few months. They will be posted online at <http://www.andrews.edu/distance/faculty/online-course-approvals.html> after they are approved.

Another role adopted by the School of Distance Education in supporting online education is the coordinated advertising of all online programs at Andrews University. This work is in the very early stages. However, this centralized approach to marketing online programs through the School of Distance Education will allow wider dissemination of all programs.



The HLC team correctly noted that the spread of courses taught online (fully or partly) was very limited in 2009. The School of Distance Education has now completed an analysis of current online courses and departments interested in creating online programs. Based on this analysis, a 2012–2015 four-year plan has been created to focus and prioritize the upgrades of most of the courses and development of new programs (Appendix A7.1).

During the first year and a half of the operation of the School of Distance Education, the dean of the school and the associate dean for Higher Education have met with all directors of online programs on the University campus. As a result of these meetings, the School of Distance Education has provided professional development courses for faculty developing courses for the online MBA program and the online nursing program, and for faculty developing general education courses.

The school is also collaborating with the Department of English in the College of Arts & Sciences to put the MA in English with an emphasis in TESL online. The associate dean for Higher Education has also initiated a push to put general education courses online and move all courses from paper-based delivery to full online delivery.

The HLC Focused Visit team will be invited to view newly upgraded or developed courses from a selection of online programs that will be made available to them through online access during the visit. (R7.2)

Over the last three years, the University has developed significantly its portfolio of online courses, particularly at the graduate level. Several new faculty with expertise in this area have assisted in this expansion.

With this growth has also come an increase in peer support for online course development and delivery. In addition, a restricted fund of \$1m has been given to the University for the development of online courses. While some of this is targeted for Griggs International Academy, the distance education K–12 program run by the University, the majority of these funds will be used for development of university-level courses.

As noted above, in 2011 the School of Distance Education was established at Andrews University. This school immediately became the home for Griggs University during the transitional period of the Griggs-Andrews University merger (see Section 8 of this report). The Andrews University on-campus programs were also moved into this school, and most relevant to this section of the report, so did the Center for Distance Learning & Instructional Technology (DLiT). This Center later developed into the Higher Education Department of that school.

Before the move, the Center for Distance Learning & Instructional Technology included one full-time staff member and 55 hours of student labor. This office supported all the online courses, the learning management support, instructional technology use on campus, and oversight of the purchase and implementation of classroom technology such as projectors and classroom response systems. The new Higher Education Department now includes the associate dean for Higher Education, an instructional designer, a learning systems designer (position posted), and 210 hours of student labor. This expanded team is able to make a much greater contribution to the support and development of online technology, programs and courses. (See Department of Digital Learning and Innovation organizational chart below, Figure 7.1.)

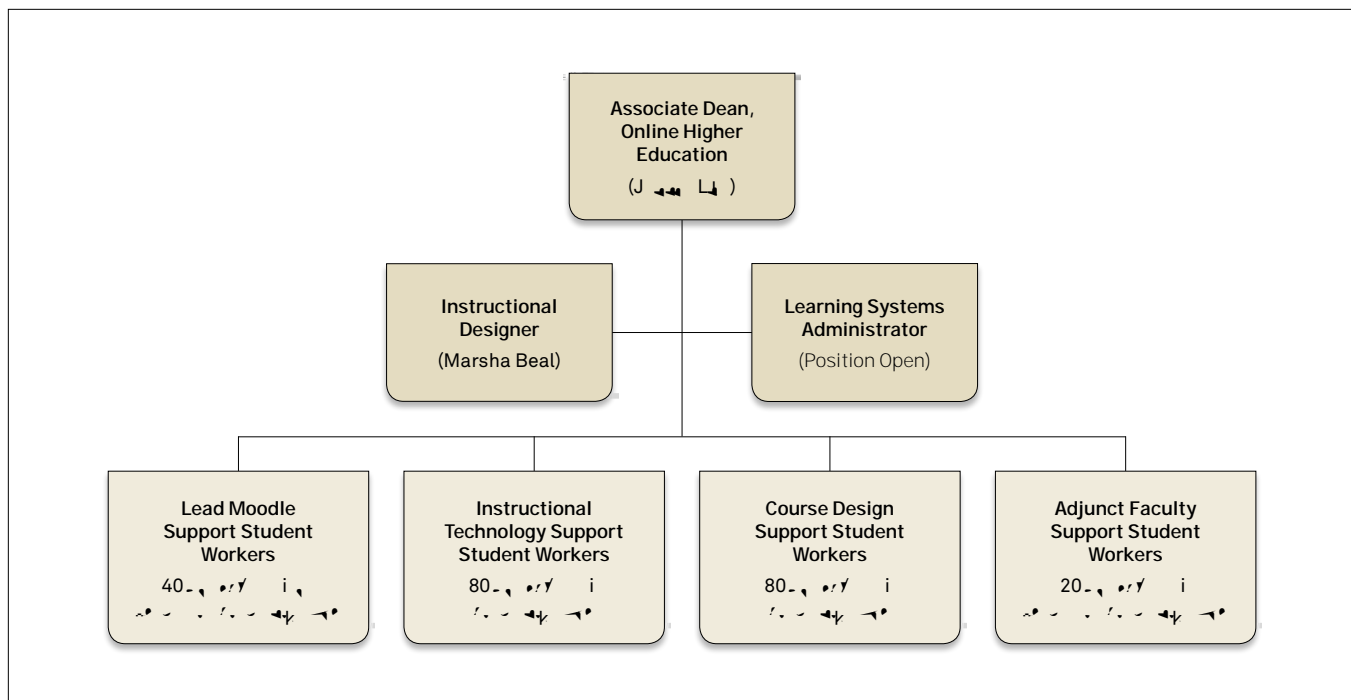


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The expansion of the full-time staff support of online learning has significantly improved the turnaround time in support of faculty teaching online and using Moodle. However, not all challenges have yet been

met. The online learning team has recognized that further support is needed in supporting the instructional design and course review process. This may need to be resolved by short-term contracts, particularly in the areas of instructional design and course editing.



Another challenge noted by the 2009 HLC team was in the lack of apparent faculty capacity to use Desire-2Learn (D2L). The report specifically notes that, “undergraduate students revealed some frustration that faculty are not using D2L and that support was not readily available” (page 36). Since that visit, the use of the learning management system (now Moodle instance) at BU has increased significantly.

study remotely. The opening of the School of Distance Education and the merging of Griggs University with Andrews University have helped provide a structure that strengthens both the management and support of online education. A structured plan is in place to develop new courses and programs, and headway has already been made in meeting the goals identified in this plan. New staff appointments to the online education area have resulted in significantly increased faculty and staff development opportunities in using Moodle and associated technologies. The number of classes taught using online technology in some form has increased fourfold since 2009. Assessment processes are assisting in the institutional plans to ensure best practice is followed in online education. Some positive coordination is taking place between online education and other on-campus endeavors.

More progress is slated to happen at the University to strengthen online education options, particularly in the University information system's capacity to support online technology in the on-campus environment. More faculty still need to be encouraged to risk using their newly developed skills in the real classroom environment. At present there are more plans to develop online programs than the capacity of the University to fulfill those plans. However, the possibilities intrinsic to online education now instill an excitement within the University that will ensure it will become even more firmly embedded into future academic operations.



Report on the Progress in Integrating Griggs University Programs and Students



In 2010, when the General Conference of Seventh-day Adventists established a taskforce to review the needs for distance education in the church and the future of Griggs University (the university located in the General Conference headquarters founded as the official “distance arm” of the Seventh-day Adventist school system), taskforce members commented quite frequently about the similarity between the missions of Andrews University and Griggs University. Griggs University had built its programs in religion and business using Andrews University programs as models. When Griggs began working in partnership with

Andrews University will be strengthened by this action rather than placed in any position of risk.
([Andrews University Board of Trustees Meeting Minutes](#), November 14–15, 2011, page 13)

No further action was required as a follow-up to this November 2011 focused visit. However, the University was asked to comment on the progress of the integration of students and programs to Andrews University at the time of this present focused visit.

Since November 2011, the identity of the School of Distance Education at Andrews University has continued to strengthen and is correctly seen as the unit that continues to operate Griggs University while spearheading, under the leadership of the provost and with the cooperation of the relevant academic departments, the movement of Griggs University programs and students to Andrews University.



Griggs University's active programs are in the following areas: AA in Personal Ministries, AA/AS in General

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As other sections of this report indicate, the merger between Andrews University and Griggs University has brought significant strengths to Andrews University, particularly in the establishment of new structures and processes. Due to the similarity in many programs offered, however, there have not been to date any Griggs University programs that have been adopted by Andrews University. Students studying individually at a distance have transferred to Andrews University. Andrews University has adapted, and is considering developing, distance programs that will meet gaps in service resulting from the eventual teach-out of certain Griggs University distance programs. However, most work remains in relation to international programs. Andrews University does anticipate that some of these remaining programs will transition to a new contract with Andrews University at or before 2015. As requested by HLC, those changes will be reported as they occur.

A timeline identifying the major events of this section of the report can be found in the Resource Room (R8.1).

In conclusion, Andrews University has made significant strides in responding to the seven areas of concern raised by the 2009 HLC team. It has also moved forward as planned in the integration of Griggs University. Most importantly, the team report of 2009 and the integration of Griggs University have together provided impetus for the University to review institutional structures and processes and make changes that position the University for the future. In certain areas, structural adjustments have been substantial; however, the impact of such adjustments takes time to be embedded into institutional culture. That has already happened in significant ways, particularly in the assessment and planning processes. Other results remain to be seen in the future. For example, the University has now defined the backroom processes needed to ensure a robust student information system that will fully integrate on-campus students into University operations. Implementing these changes lies in the near future. Full engagement of staff at on-campus locations in new on-campus processes should also follow the implementation of changes in the student information system.

As far as University main campus operations are concerned, the University will continue to consciously ensure engagement of faculty and other groups in assessment and planning at a high level. New processes in these areas, as identified in this report, will take some time before they are embedded into the University culture. However, the framework and many necessary processes are now in place to make sure this happens. Next steps will include ensuring that the inclusive planning process used to establish the 2012-17 Strategic Plan will also be used in implementing, reviewing and updating the plan. While the connections between assessment and planning have also been developed and shown in practice, this connection still needs strengthening. This will happen, as the annual reporting on University KPIs becomes a regular expectation.

The University has made many decisions in the past four years, from the redefinition of senior management positions (including the reorganization of the Office of the Provost) to the establishment of the School of Distance Education and the increase in staffing for assessment. Each of these changes has strengthened the institution and its service to all students, making it better able to fulfill its mission. The restructuring, staffing changes and innovations in infrastructure that began four years ago will help ensure good and updatiner 4er) Sure t Sesta) (l) lish the 2)-01 6ssmet