

**REPORT OF THE WSCUC VISITING TEAM
FOR SEEKING ACCREDITATION VISIT 2**

To Anglo-American University

September 17 – 19, 2014

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. If the institution is granted candidacy or initial accreditation by the Commission, this report and the Commission action letter will be made available to the public by publication on the WSCUC website.

TABLE OF CONTENTS

SECTION I – OVERVIEW AND CONTEXT	2
A. Description of the Institution and Visit	
B. The Institution’s Self-Study Report: Quality and Rigor of the Review and Report	
C. Response to Issues Raised in the Capacity and Preparatory Review	
SECTION II – EVALUATION OF INSTITUTIONAL EDUCATIONAL EFFECTIVENESS UNDER THE STANDARDS	8
A. Standard I: Defining Institutional Purposes and Ensuring Educational Outcomes	
B. Standard II: Achieving Educational Objectives through Core Functions	
C. Standard III: Developing and Applying Resources and Organizational Structures to Ensure Sustainability	
D. Standard IV: Creating an Organization Committed to Learning and Improvement	
SECTION III – FINDINGS AND RECOMMENDATIONS	39
APPENDICES	42
Credit Hour and Program Length Review Checklist	
Student Complaints Policy Checklist	
Marketing & Recruitment Review Checklist	
Transfer Credit Policy Checklist	

SECTION I. OVERVIEW AND CONTEXT

A. Description of the Institution and its Development. Anglo-American University (AAU) is the oldest private university in the Czech Republic. It was founded as Anglo-American College (AAC) in 1990, shortly after the collapse of Communism, as an educational foundation and offered degrees without accreditation because at that time the Czech Republic did not allow for private institutions of higher education. As stated by the Founders, the vision from the outset has been “to create an educational institution that would combine the best of American and British academic principles with Central European culture and traditions.” (2013 AAU Catalog, p.5)

The first class of 45 students began their studies in 1991. From that beginning the University has grown in size, degree offerings, program quality and improvement, faculty prestige, and refinement and understanding of its own mission and purpose. In 2013/2014, AAU had 707 enrolled students in the Fall semester and 852 enrolled students in the Spring semester with 530 degree-seeking students included in this total in the Fall semester and 516 in the Spring semester. The institution offers several BA and MA degrees in the Schools of Business Administration, Humanities and Social Sciences, Law, International Relations and Diplomacy, and Journalism. An MBA program is offered in cooperation with Chapman University.

AAU has continuously worked to establish and enhance its accreditation in alignment with its mission. Anglo-American College (AAC) was granted Candidacy for accreditation with the European Council for Business Education in 1997. Subsequently, the new Act on Institutions of Higher Education was passed in 1998 that allowed for the establishment of private institutions of higher education and at that time the institution was transformed into a Public Benefit

Corporation, was renamed in what in English was the Anglo-American Institute of Liberal Studies, and received accreditation from the Czech Ministry of Education. In 2004 the name was again changed to the New Anglo-American College in Prague, and in 2008, to better reflect the offering of both BA and MA degrees, to the Anglo-American University.

In 2009 a review team representing the WASC Senior College and University Commission (WSCUC) visited AAU to review the Chapman University MBA program offered in cooperation with AAU. The collaborative venture led institution leadership to consider carefully the role of AAU with American institutions as both a study-abroad venue and as a unique opportunity for American students to study European culture and history while living in that culture. AAU also envisioned the opportunity for European students to be able to transfer credit from AAU to American institutions for specified graduate work. This led to conversation with WSCUC and among the AAU administration about the possibility of AAU seeking WSCUC accreditation for the institution. AAU representatives began participating in WSCUC ARC conferences to get better acquainted with required processes and standards for accreditation. In June 2011 AAU applied to be accredited by WSCUC and a conference call with the WSCUC Eligibility Review Panel followed in August 2011. At that time WSCUC was engaged in finalizing the international accreditation process, so it was not until February 2012 that AAU was found eligible to proceed. In May 2012 AAU submitted the Application for Candidacy and the Capacity and Preparatory Review (CPR) visit for candidacy was scheduled for spring 2013. At the time of the first visit, WSCUC protocol for Candidacy required a CPR visit followed by an Educational Effectiveness Review (EER) followed by another CPR and EER visit for Initial Accreditation. The CPR visit was held on May 6-10, 2013, in Prague. The

team report for the CPR visit included seven recommendations (listed below in this report) and the date for the EER was set for Fall 2014.

The institutional mission statement was updated prior to the Spring 2013 CPR visit, and subsequently a statement of values and vision were added to undergird the mission statement and to more accurately reflect its current role in higher education in the Czech Republic. This enabled AAU to articulate its educational experience that values an individual approach, freedom of thought, critical thinking, independence, and creativity. The University also highly values its pedagogical approach to education including interactive engagement of students in learning and small class sizes which provide opportunity for student-to-student interaction and participation. The revised mission statement reads as follows: **“Graduates of the Anglo-American University are prepared to make a positive difference addressing local, national and international challenges through the analysis and application of current and developing knowledge in the context of a globalized world.”**

The EER Visit. Prior to arrival in Prague for the EER, the team reviewed materials from the Spring 2013 CPR visit, the institutional EER report and appendices, and additional materials sent to WSCUC from AAU as addenda to the EER report. The team also met via conference call on two occasions and conducted two organizational meetings in Prague prior to the beginning of institutional review. The team conducted the formal review over three days at the AAU campus which included meetings with the President, Provost, WSCUC Steering Committee, Learning Outcomes & Assessment Committee, VP & General Counsel, Operations & Finance, members of the Board of Trustees, Supervisory Board & Founders, Strategic Planning Committee, School Deans & Curriculum Committees, Library personnel, Faculty Senate, Student Services, Admission & Registrar personnel, Alumni and Career Center Manager,

Director of International Cooperation, Director of Marketing, the Academic Writing and Information Literacy Committee, Faculty Chairs, Full-time and Adjunct Faculty, Staff, and Alumni. The team room at the University contained all appendices to the EER Report, Strategic Planning documents, and Board of Trustee meeting minutes.

The institution provided exceptional accommodations and support for the visiting team in all details. The visit was organized and scheduled smoothly, on time, and without confusion. A helpful and very pleasant dinner with the Board of Trustees, Supervisory Board, and Founders of the institution was hosted on Wednesday evening that allowed one-on-one conversations regarding most recent developments in governance and administration.

B. The Institution’s Educational Effectiveness Report. The Educational Effectiveness Report was well organized, comprehensive, and provided appendices that were sufficiently comprehensive and self-reflective to enable the team to complete the advance preparation required for the visit. The institution followed the WSCUC template for Educational Effectiveness reports with appendices clearly identified and organized. The report was developed by a WSCUC Steering Committee that included senior administrators and a faculty member. Drafts of the report were shared with a variety of constituents including the faculty, full administration, and the Board of Trustees. Feedback was solicited and considered when finalizing the report. In order to provide the visiting team with the most up-to-date materials, a supplement of most recent events was sent to team members approximately four weeks prior to the visit. In addition, when additional financial documents were requested by team members, they were forwarded without delay.

C. AAU Response to Issues Raised in the CPR Report. The AAU Educational Effectiveness Report provided responses to each of the recommendations listed in the CPR site

visit report. Responses were provided in Attachment 0.1 of the EER report and are summarized briefly here. The EER site visit subsequently confirmed the following responses to each of those recommendations.

Recommendation 1: The team recommends that the institution continue its work on assessment of academic learning outcomes at the course, program, and institutional levels paying attention to the need for aggregated data that will produce improvement. AAU has made exemplary progress in designing, refining, and implementing a systematic, faculty-led assessment of academic learning outcomes in all programs and at all levels. During the 2013/14 academic year the institution assessed the first of its three institutional learning outcomes: communication skills. Rubrics and data collection were implemented across disciplines and degrees. Findings have been analyzed and a full report to the faculty is anticipated at the Fall Faculty Meeting for 2014/15. Several specific improvement suggestions are being recommended to the full faculty who will discuss and provide feedback on curricular improvements to further strengthen this institutional learning outcome.

Recommendation 2: The team suggests that the academic leadership and faculty look for ways to more visibly incorporate the distinctive values and mission of the institution in the formulation of their learning outcomes. The governing board of AAU seriously considered this recommendation and as part of the revision of the Mission Statement for the institution during 2013/14, a clearly articulated set of values were appended to the Mission Statement to further refine the identity and purpose of AAU.

Recommendation 3: The team recommends that marketing of the University and recruiting of degree-seeking students be more strategic and properly resourced to better ensure this revenue source continues to meet the financial objectives of the institution. As a response to this recommendation, the Department of External Relations, which previously included the marketing division of the University, was restructured streamlining its focus and reallocating all services not directly linked to marketing and recruitment to other departments. As of June 1, 2014, a stand-alone Marketing Department with a newly hired, highly qualified leader is in place with plans for more targeted and diversified marketing and recruitment. This is encouraging but the strategies and operational details have not been fully developed.

Recommendation 4: The team recommends that the institution engage multiple constituencies in longer range strategic planning across the institution that integrates multi-year budgeting. AAU has convened a Strategic Planning Committee which includes stakeholders from multiple administrative, faculty, and external representatives (see Standard 4, CFRs 4.1-4.3). The committee is advisory to the President and reports directly and regularly to the Board of Trustees. The processes for effective strategic planning are in place but an inclusive plan has not been formulated nor implemented. The visiting team strongly advised the institution to submit an updated report to the WSCUC Commission prior to its consideration of this report.

Recommendation 5: The team recommends that the institution continue to increase the number of full time faculty and the utilization of the expert resources of the adjunct faculty. It recommends that the dedicated adjunct faculty be included in faculty development and governance and that the recently initiated program of faculty development be expanded. Adjunct faculty are a critical and integral part of the academic community at AAU. Adjunct faculty hold membership on the newly organized Faculty Senate and are included in faculty development as well as curriculum design and improvement. The team found keen administrative awareness of the need and commitment to the intention of strengthening the full-time faculty; however, since the CPR visit in Spring 2013 the institution has had significant financial demands caused by the move to the new premises and further progress for full-time faculty hiring has been postponed until 2015.

Recommendation 6: The team recommends that the institution develop effective faculty governance that will provide faculty voice in decision-making and systematic protocols for curriculum development and approval. In addition, the team recommends more transparency in the decision-making process including communication of the basis for administrative decisions. AAU has been successful in establishing, nominating, and electing officers for its first Faculty Senate. Approval for the new body was confirmed by the Board of Trustees in December 2013. The inaugural meetings of the Faculty Senate have taken place and By-Laws are in final stages of development and will be presented to the full faculty during the Fall 2014. Faculty Senate officers are fully committed to and intentional about providing

additional transparency to decision-making at AAU and providing faculty perspective on the future of the institution.

Recommendation 7: The team recommends that the Board of Trustees move expeditiously to come into compliance with the Independent Governing Board Policy of WSCUC.

Immediately following the CPR visit in Spring 2013, institutional leadership asked their WSCUC staff liaison to present a workshop to the governing boards of AAU. As a result, the Board of Trustees has developed and implemented its bylaws, agreed to increase the Board to 9 members, and designed an appropriate committee structure. The Board has also developed an evaluation policy for the President and has conducted a formal evaluation of the President as well as a self-evaluation of the work of the Board. The governance design for AAU is still a work in progress which has resulted in serious and sometimes contentious discussions at the University. A full report regarding institutional governance is found in this report under Standard III.CFR 3.9.

SECTION II – EVALUATION OF INSTITUTIONAL EDUCATIONAL EFFECTIVENESS UNDER THE STANDARDS

A. Standard I: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes. Anglo-American University (AAU) has a trustee board-approved mission statement and a newly established set of Board of Trustee approved institutional values. (CFR 1.1) It has revised the Academic Codex so that it now includes an academic freedom policy and a statement on diversity. (CFRs 1.4, 1.5) Each of these initiatives has been completed since the Spring 2013 WSCUC CPR visit. Institutional purposes are also represented by well-developed and further refined measurable learning outcomes for the institution, all programs of study, and for all courses in the University. The faculty have fully implemented a systematic protocol for measuring student achievement. (CFR 1.2) The next challenges for faculty are setting expected levels of achievement for learning outcomes, aggregating learning outcome data across students and programs, and providing some method of publishing the

institution's success of student learning. (CFR 1.2) Institutions of higher education in the Czech Republic do not share these kinds of data and AAU is currently in discussion regarding how to fairly represent the success of educational programs to interested stakeholders. (CFR 1.7)

Integrity. The integrity of the institution is guided by a University Catalog, an Employees Handbook, and grading practices and policies that meet WSCUC standards. (CFR 1.5) Moreover, the review of relevant materials and discussions with institutional leadership give ample evidence of honest and open communication both to internal audiences and to the larger public, sufficient academic freedom, and integrity in operations as demonstrated by policies and practices. (CFR 1.9) Discussion under Section II.C. of this report provide evidence of operational integrity and sound business practices throughout the University. (CFR 1.8)

B. Standard II: Achieving Educational Objectives through Core Functions

Teaching and Learning. The institution grants Baccalaureate and Master's level degrees in several subjects from four schools: Business Administration, Humanities and Social Sciences, Journalism, and International Relations and Diplomacy. Degree programs are subject to regular review under standards of the Czech Accreditation Commission, which grants accreditation for up to eight years. Graduates of the programs are required to submit and defend a thesis and sit for a 'state exam' in the field. In addition, in 2012 the institution formalized an internal process for academic program review that is grounded in a faculty self study (conducted by the School's leadership and faculty curriculum committee) and a report from an external peer reviewer. The WSCUC team reviewed self studies and external review reports for the BA in Business Administration and the BA and MA in International Relations (and Diplomacy). The team found the self studies to be substantive and grounded in evidential inquiry.

Discussion with the discipline-related faculty revealed that the self studies triggered curricular revisions and raised issues for further study. The external reviewers comments were substantive, frank, and confirmed that the content and rigor of the programs met (or exceeded) the standards of their fields. (It should be noted that the institution's use of external reviewers in program review is innovative in the Czech academic environment.) The team found evidence that the degree programs are appropriate in content, standards, and nomenclature. (CFR 2.1)

The curriculum of each school is staffed and supervised by a relative small core of faculty (both full time and part time) with "permanent" appointments and adjunct faculty who have contingent appointments, many of whom have long term relations with the institution. Under Czech educational policies, each degree program has a qualified senior faculty member who serves as the program's "guarantor" for program accreditation. The majority of the faculty (both by headcount and FTE) in each school hold adjunct appointments. In Fall 2014, 82% of the faculty by headcount and 68% of the faculty by FTE held adjunct appointments. (Table 4.2) Adjunct faculty are included in the faculty senate and some serve as program chairs or in other faculty leadership positions.

The team finds that the programs are currently staffed by well-qualified faculty with long term commitments to the institution at levels that are minimally sufficient to sustain, manage, and develop the programs. The team renews its recommendation from the previous report that the number and proportion of full-time and permanent faculty positions be increased to sustain and improve the strength of the academic community.

All degrees are defined in terms of requirements for admission and course and thesis requirements. (CFR 2.2) Schools have formally adopted program learning outcomes and mapped them to their curricula. Course syllabi and course-level objectives and assessments are

regularly reviewed by chairs for consistency with program learning outcomes. All programs have a capstone thesis and defense as well as a written examination that provides final evidence of student achievement across program outcomes as well as key institutional learning outcomes. Baccalaureate and Master's programs are appropriately defined in terms of admission requirements. (CFR 2.2) In each school Master's programs require achievement beyond the level of the Baccalaureate degrees in terms of specialized knowledge of the field and in terms of research analysis. Degrees in the Schools of Business Administration, International Relations and Diplomacy, and Journalism incorporate objectives in praxis in alignment with the institution's mission to prepare graduates to "make a positive difference addressing local, national and international challenges through the analysis and application of current and developing knowledge in the context of a globalized world."

The institution's BA degrees require 180 ECTS (90 US semester credits) and are designed for completion in three years. In this regard, they follow the pattern of European baccalaureate degrees, which presuppose longer preparation at the secondary level. The team considered the institution's degree requirements in relation to the expectations given in CFR 2.2a that Baccalaureate degrees contain a substantial component of general education. Based upon discussions of the institution's advising practices for students upon admission, the team considers it reasonable to accommodate this difference in the international context.

Institutional learning outcomes have been adopted at both the BA and MA level that encompass expectations for core competencies in written and oral communication, information literacy, and habits of critical analysis. Expectations for success at the MA level are systematically higher than those for the BA level. (Attachments 2.3.1, 2.3.2)

The institution has adopted learning outcomes at the institution, program, and course levels. (CFR 2.3, 2.4) These outcomes reflect the institution's distinctive mission and are used in review and alignment of course syllabi and as the basis for the developing framework of academic program review and learning outcome assessment. (CFR 2.3) The team found the faculty who were engaged in assessment knowledgeable and articulate about the improvements that they had seen over time in levels of performance by BA students on comprehensive exams and thesis defenses. However it was not clear that the faculty have formulated statements of their expectations for student attainment beyond those implicit in the satisfaction of course requirements. (CFR 2.6)

The team found that the institution and its faculty had made commendable progress since the Spring 2013 visit in undertaking and completing assessments of student learning. (CFR 2.4) In November 2013, the Academic Council approved the AAU Assessment Process proposed by the Learning Outcomes and Assessment Committee that was charged with conducting regular assessments of the institutional learning outcomes. (Attachment 2.3.4) Under the guidance of this committee, during 2013-14 the committee conducted an assessment of the three components of ILO #2 Communication (writing, oral presentation, and discussion skills). The assessment protocol measuring student learning in this institutional learning outcome included rubrics in each area. These were used to assess signature assignments and other available samples of student work from multiple stages of their college careers. Results were reported in July 2014 and discussed with members of the team during the visit. The Learning Outcomes and Assessment Committee plans to report findings from their analysis of the aggregated data in this study to the full faculty for discussion in the Fall Semester of 2014. (CFR 2.4)

Course alignment with program learning outcomes is ensured through the regular supervision of courses by deans and department chairs which is also incorporated into reviews of courses and degree requirements by school curriculum committees. (CFR 2.3) Assessment of institution level outcomes has been initiated with the first of three outcomes completed. The results of assessment of the first institution level outcome, Communication, has stimulated faculty thinking about their individual programs. In addition, the results have influenced the provision of targeted co-curricular assistance to students in developing their writing.

Given strong faculty engagement in these initial assessment projects, it is appropriate that the institution consider what will be needed to sustain the full systematic assessment plan. The schedule calls for assessment of a second ILO in the coming academic year and the remaining outcome the following year. Assessment of program level outcomes is envisioned as a part of the academic program review process (see below at CFR 2.7). The initial program reviews that had been completed for review included analysis of the mapping of learning outcomes into the curriculum and assessment through review of syllabi and checks of sample key assignments. These initial reviews have already stimulated proposals for curriculum changes in some courses and degree requirements. The next task for program faculty will be to use aggregated data by learning outcome across all students in the program to assess more than individual student learning. Aggregated analysis by learning outcome can provide program assessment to strengthen delivery and/or curriculum coverage that would enable greater student learning. Programs also should begin to disaggregate learning outcomes data by the demography of students in a degree program. The Institutional Research office can be instrumental in supporting these kinds of analyses to determine whether the program is more successful or less successful with specific groups of students. (CFR 2.10) In order to move educational

effectiveness to this next level of investigation, institutional research resources will need enhancement and the capability of directly assisting program faculty with learning outcome data analysis. The additional work undertaken by faculty in conducting these assessments should be acknowledged and appropriately recognized.

The institution's programs are designed to ensure that students are challenged and engage in active learning. (CFR 2.5) Class size is capped at 25. Faculty are expected to provide continuous and timely feedback on student performance. Degree programs across the schools seek to incorporate experiential learning and praxis. (CFR 2.5) Undergraduate degree programs require that students write a disciplinary-based, focused thesis, demonstrate competency in a mandatory "state exam" in the field, and present an oral defense of the thesis. Thus faculty have the opportunity for integrated assessment of all students' learning. During the visit, faculty in more than one school expressed their judgment that the standard of achievement currently being achieved by students, as reflected in their theses and exams, has improved steadily. Each program provided examples of recent alumni whose post graduation outcomes, in terms of career or graduate school placement, confirmed that the institution's programs challenge students to high levels of achievement. (CFR 2.6)

The faculty are also engaged in inquiry to confirm that students are reliably attaining the levels of achievement for institutional learning outcomes that the faculty expect of them. (CFR 2.6) A faculty committee has recently concluded an assessment of students' writing skills in five dimensions. A sample population from each school was selected and the committee examined each student's thesis as well as writing on assignments from the student's first and second year courses. Faculty identified two dimensions for improvement (citation of resources and

mechanics) and identified recommendations for implementation. A report of this data analysis will be reported to the full faculty in Fall 2014 for discussion and feedback.

The self studies created for the initial academic program reviews of degree programs in Business Administration and International Relations identified areas for improvement based upon a review of several types of indirect evidence (review of syllabi, assignments, and surveys) as well as direct evidence through review of theses. (CFR 2.7) The team found that the institution's faculty aspires to high levels of student achievement. Faculty are actively inquiring into their students' success. Assessments confirm that the majority of students reliably meet those expectations but also identify recommendations for improvement. (CFR 2.5, 2.6)

As noted above, the institution has instituted a regular academic program review process to provide for a comprehensive self-evaluation of the program as well as external peer review. (Cf. Attachment 2.1.3) The institution's academic program reviews are scheduled so that the results can inform the required submission of programs for re-approval by the Czech Accreditation Commission. The current protocol requires the AAU Program Review, including the external review, to be completed six months prior to the date for submission to the Czech Accreditation Commission. The team reviewed all program review documents and external reports completed to date: the BA in Business Administration, the BA in International Relations, and the MA in International Relations and Diplomacy. The team found the reports substantive and informative. In each case, the self study identified recommendations for improvement and the external reviewers confirmed the quality and competitiveness of the programs. (CFR 2.7)

The visiting team, however, also heard reports from faculty and academic administration that the reflection time between the self study, the external reviewer feedback, and the need to submit an application to the Czech Accreditation Commission was very limited. Application for

the Czech Commission had to be completed before needed reflection and program improvement could be implemented. Given the experience of the first programs to undergo program reviews, the team suggests that academic program reviews be completed in the academic year preceding the year in which preparation for Czech reaccreditation begins to provide more time for faculty to consider and implement changes based upon the results. The current process has well defined responsibilities for the initial stages of the review. It may be useful for the provost and deans to consider how the outcomes of the review can be summarized and documented to provide input to the process when the program comes up for its next review.

Scholarship and Creative Activity. The institution's mission has teaching at its core. Faculty are appointed primarily based upon their success as teachers while taking into account their qualifications as scholars in their fields and the expertise they bring to the programs from their professional practice. The team found that the WSCUC accreditation process has stimulated high levels of core faculty engagement into their students' learning and their own teaching effectiveness. Given the institution's commitment to active learning and praxis (CFR 2.8), the faculty and the administrative leadership recognize and promote the value of student learning and engagement beyond the classroom. The institution's leadership has taken modest steps to recognize faculty who are active scholars and to support some research opportunities. (CFR 2.8) These measures have been limited, given the institution's financial model. While these limited measures are appreciated by research active faculty, the team heard concerns not only about the low levels of support for faculty scholarship but also about the lack of transparency or predictability about how the limited funds available are used to support the institution's aspirations for its faculty. (CFR 2.9) The team suggests that these are issues that could be clarified through administrative consultation with the Faculty Senate.

The team found that the engagement of core faculty during the period of the review in undertaking assessment projects and building their capacity to exercise effective academic leadership for educational quality and student success was exemplary. (CFR 2.4, 4.4) The team was impressed that the institution's mission and values inspired high levels of commitment from both permanent and adjunct faculty. However, the team is concerned that for the engagement and commitment of the faculty to be sustained, it will be important for the administration to identify ways to support individual faculty members in ways that acknowledge their service and accomplishments. In order to continue to build commitment from its highly qualified faculty, the team finds that investment in the stability and support of the faculty be an immediate priority. This should include some increase in the number of permanent faculty positions, more predictable support for scholarship and faculty development, and more stability of appointments for adjunct faculty who have long term commitments to the institution.

Support for Student Learning. The institution has developed an integrated student information system to manage and provide access to demographic information on students and faculty, enrollment information, and student academic information. (CFR 2.10) This database provides the domain from which summary reports and disaggregated descriptive statistical data can be generated for various purposes, including tracking persistence and graduation rates. (CFR 2.10) In addition, the institution has recently adopted a system to support alumni relations. Support for student success is provided at the institution level and the school level.

General student support services (admissions and financial aid, library resources, and information technology services) are managed at the institution level. Career counseling and alumni relations are organized at the institution level but appropriately work closely with the

schools. Admissions review, initial assessment of academic preparation, and academic advising for course selection and degree progress are managed at the school level, primarily by the dean and assistant dean. Given the relatively small scale of the programs, students can receive personalized advice. Students with prior work at other institutions have their transfer credit evaluated and articulated by the assistant dean under the supervision of the dean with advice from the faculty. (CFR 2.12, 2.13, 2.14)

The institution has administered an annual student satisfaction survey to assess the effectiveness of its student service programs. Exit surveys are used to get feedback on co-curricular programs (such as career workshops, study abroad experiences). The Student Council provides additional opportunities to consult with students to ensure current programs are functioning effectively and to reveal gaps in support. (CFR 2.11)

Given the relatively small size of the institution, the team found that the institution has developed a technical foundation and administrative leadership to support institutional research into key areas of institutional effectiveness. As data from annual satisfaction surveys is collected, it would be desirable to be able to correlate the results with demographic data for disaggregation or for trend analysis. In addition, there is rich data emerging from assessment of student learning. The reports from the individual assessment projects are delivering the results back to faculty in productive ways. As projects are completed, some thought should be given to how the data might be archived in ways that will support future assessment projects.

The team, therefore, recommends that the institution think now about how to collect and preserve data from assessment projects in ways that can support future program reviews and trend analysis from aggregated data. (CFR 2.6, 2.10, 4.3, 4.4, 4.5)

C. Standard III: Developing and Applying Resources and Organizational Structure to Ensure Sustainability

Since the WSCUC CPR review in 2013, AAU has made significant progress in managing and planning the resources necessary for their operations. The institution seriously considered the comments and recommendation of the CPR report regarding resource management and has attempted to address them in a constructive manner.

Faculty and Staff. The institution states in their report that the number and qualification of the faculty and staff is adequate to meet the needs of its operations (CFR 3.1). The visiting team can confirm that current staff and faculty qualifications are strong; we cannot support that the number of faculty and staff is adequate. This report as well as the 2013 CPR team report recommends that additional full-time faculty are needed (see Section II for additional discussion) and many staff positions are handled by one individual.

By design, the faculty is made up of a high percentage (80% +) of adjunct faculty (CFR 3.2). This allows instruction by faculty with practical real world experience while helping control costs of statutory benefits to full time employees. The advantage of this experience was supported in conversations with current and former students. Adjunct faculty participate in committee activity and have representative members on the new Faculty Senate. They are included in faculty development initiatives and their commitment to and knowledge of learning outcomes, assessment measures, and long-term history with the institution was confirmed in conversations with them during the visit. It should be recognized that the cultural norm for university faculty in the Czech Republic is that professors work at multiple institutions and their combined workloads from these institutions comprise their full-time employment. In this respect, adjunct instructors at AAU are also very familiar with program curricula at neighboring

institutions, have research partners at those institutions, and report without reservation their preference to teach at AAU because of its academic freedom, collaborative community of scholars, and openness to innovative teaching and learning. Full-time faculty at AAU have regular and frequent communication with all adjuncts.

During the CPR review in 2013, the institution stated there were plans to hire a few more full time faculty members during the year. Due to the current financial situation with the new building renovation, this plan for hiring was postponed. Once they move into the new building the institution stated that hiring would be dependent on the review of programs, effectiveness of the faculty and student evaluations of faculty.

In the recent Faculty Satisfaction Survey, there was a high degree (85%) satisfaction working for AAU. Two areas of concern mentioned were the need for additional support for faculty research and financial compensation (CFR 3.4). Limited funding for faculty research has been reinstated for fiscal 2014-15.

The recruiting, orientation and evaluation of faculty and staff has been more formalized with Administrative Directive No. 15 (Attachment 3.3.1) (CFR 3.3). This document, approved in September, 2013, outlines the steps to be taken for hiring and evaluation of employees.

Fiscal Resources. The institution continues to receive unqualified financial audits showing positive net operating results. During the last three years, however, there has been a noticeable decrease in the net profit as expenses have increased faster than revenues. As reflected on the audited financial statements through 2013, tuition continues to be the largest revenue component accounting for 95% of the total. Personnel expenses account for 60% of total expenditures which has increased significantly over the last few years.

Preliminary financial results for 2013/2014 reflect a higher net income, however upon closer analysis, actual tuition revenues declined substantially. In addition, the cost of the upcoming move to the new facility exceeded initial estimates. Thus, operating expenses for all departments were reduced, a pattern that cannot be sustained long term.

A review of the budget for 2014/2015 shows an increase in tuition revenues while continuing to hold salary expenses to prior year levels. The budget also reflects more realistically the cost of the new facility. Data presented to the WSCUC team on fall, 2014 enrollments is encouraging as it shows an increase in applications and enrollments that meet budgeted levels.

The budgeting process has been improved to be more inclusive of input from the greater university community. As outlined in the EER report and the Strategic Planning policy, the process of data gathering from Deans, Provost, Marketing and Student Services begins in the spring. The COO/CFO will construct a balanced budget for review in September with final approval by the Board of Trustees in October or November after fall enrollments are counted. The institution stated that the new process of budget development has been well received as a more transparent bottom up approach with the opportunity by the University community to understand and participate in budget planning. While the process has improved, the timing to approve the budget in November is still quite late and highly dependent on current enrollment data. As the WSCUC team mentioned in its CPR report, this may prove difficult to make any adjustments to classes, faculty or planned expenditures after the academic year has begun. Strategic planning has begun with the development of a Strategic Planning Policy and the Strategic Planning Committee's development of a SWOT analysis (CFR 4.1). The current budgeting process focuses on the annual plan, but has not incorporated longer term resource

planning. As the Strategic Plan is developed in the future, it will be imperative that planning for the resources necessary to support strategic goals are part of the evaluation to determine the feasibility of such goals and sources of revenue (CFR 4.2). The institution does have plans to ensure financial planning is an integral part of the strategic planning process in the future including multi-year financial forecasts.

In the 2013 WSCUC team report suggested a strong policy to review policies on financial transactions (CFR 1.8, 3.5). The team commends the institution's development of an Accounting and Auditing Guidelines to address the structure of accounts and processes to initiate and approve financial transactions. Along with the organizational changes, these guidelines should ensure a greater degree of internal financial controls to protect the assets of the institution.

The institution recognizes the vulnerability of being so highly tuition dependent. (CFR 3.5) Additionally, revenues are dependent on income from study abroad students of which 90% are sent from Cultural Experiences Abroad (CEA). Because of the significance of these student enrollments, the administration is continuing to strengthen its communications with CEA.

The institution also recognizes the need to diversify its revenue sources. An initiative to emphasize the importance of fundraising as a potential significant source of revenue has been planned for several years resulting in the establishment of a Fundraising Task Force. This taskforce has just met in August 2014. The WSCUC team suggests the fundraising initiative be given a higher emphasis to plan how contributions can become a more significant part of revenues thus reducing the tuition dependency. In support of such an initiative, the visiting team acknowledges the context in which the institution operates and makes the following suggestions.

The fund development environment in the Czech Republic is not analogous to the United States as there are no income tax advantages for contributions at the present time. The attention

to date has been primarily on modest science and academic research grants and funds from government and external agencies. There have been occasional gifts from successful alumni and from fund development events. These individual efforts have primarily been either at the initiation or follow up by the President. The team can agree with the President's statement that it may be more profitable to enroll a few more students than make individual donor work a priority at this time. However this is a short term perspective.

With the alumni becoming more active and organized, a modest giving program could be initiated for annual giving and as the alumni records are expanded some attention might be given to tracking those alumni who might later have the means and the will to provide major contributions. Donor intent will always 'trump' tax advantage. In addition, the Fundraising Task Force might be composed of persons who in any way are involved now in external relations. The Task Force might begin to coordinate and manage the process of identifying persons who, if committed could make a significant gift, evaluating over time the strategy with these 'prospects', intentionally cultivating this interest, and preparing for solicitation where appropriate. The active involvement by the Board of Trustees in providing leadership to this development effort will be crucial both in terms of their own personal donations and in helping the institution identify and cultivate potential donors. An eye on the long term will require some disciplined and coordinated professional effort.

There is evidence of annual balanced financial results in the most recent years that have eliminated a prior accumulated deficit and there are continued plans for future positive results in the future. While this is a significant achievement, the high dependence on tuition revenues and the lack of revenue diversification is of concern to the institution's long term financial stability and sustainability should some adverse event occur. An event such as lower than expected

enrollments for semester or full time students would significantly impact the operations as evidenced in fiscal 2014 where expenses were reduced in response. While these actions are necessary, it is imperative that the appropriate steps be taken to correct or adjust to the situation as soon as possible in order to maintain long term stability. (CFR 3.5). The team recommends stronger efforts to ensure student recruiting initiatives are successful so that enrollment targets can be consistently achieved.

Physical Facilities. During the Spring 2013 visit to AAU, the WSCUC team toured a planned site for relocation of the AAU campus in Prague. The new building (an historic landmark in the culture-rich district of central Prague’s “Little Quarter”) has been under significant, public-supported reconstruction since mid-2013. Occupancy is now scheduled for the spring semester starting in February, 2015. A tour of the new facilities confirmed that a great amount of excellent restoration and renovation work has been accomplished. The new building will provide significantly better capabilities to house the academic programs, student support, faculty space and all other institutional needs for years to come. (CFR 3.5) The reconstruction was designed to AAU’s specifications as an academic and administrative building. Prague 1 will be the landlord for which AAU will pay a favorable annual fee and realize more space than exists in the current building which lease will be terminated. The new lease terms compared to the current lease costs are only slightly more while providing much improved facilities. The termination of the lease for the current main classroom facility prior to its expiration in 2019 is being negotiated with the landlord.

The EER report states that the expenditures related to the new facility move have created a significant financial challenge for the institution resulting in some planned expenditures being delayed. These include the hiring of more full time faculty, faculty development and research in

fiscal 2013-2014. The relocation will continue to have a substantial financial impact in fiscal 2014-2015, however there is evidence that some expenditures for faculty research have been reinstated in the 2015 budget, while the hiring of new faculty will be determined based on the relocation and student faculty evaluations for effectiveness.

Information Resources. Information resources are adequate for the institutional needs although some faculty and students have suggested the need for a greater collection of materials (CFR 3.6). Responding to comments from students, the hours of library operations have been increased especially during exam periods. The Library Committee was also strengthened with the addition of two more faculty members. Library staff are actively engaged in researching course materials for faculty and guiding students with fundamental information research.

The consistent concern of faculty and students is the reliability of the Wi-Fi system which was also experienced by the WSCUC visiting team. Much of this problem is due to the capabilities available in their current locations. These issues are being addressed to provide much better and reliable connectivity in the new building. The institution continues to initiate changes to improve its information technology services (CFR 3.7) to the extent possible in the current buildings. IT central administrative systems are kept up to date on current versions and are adequate for their intended purposes. In the student open session, some journalism students did comment on the lack of adequate technology to support their program although there is hope for more support in the new building.

Organizational Structures and Decision-Making Processes. Since the 2013 CPR visit, the AAU has made major changes to its organization to more clearly delineate the academic and operational functions of the institution (CFR 3.8). The Provost is responsible for the academic functions and a new position of Chief Operating Officer is now responsible for the other

operations including responsibility as the Chief Financial Officer (CFR 3.10). The COO/CFO has a broad set of responsibilities including financial management, information technology, human resources and student services.

In an effort to enhance the appropriate level of collaborative decision-making within the University, and following specific recommendations from the WSCUC team in Spring 2013, the institution has instituted a formal Faculty Senate during the 2013-14 academic year. Additional details regarding the work of the Senate and its representative composition can be found in this report under Standard Two. (CFR 3.11)

If one follows the organizational chart, it would appear that the decision making structure and processes (CFR 3.8) are clear in the hierarchy of positions. The team notes that in practice, it is clearer to upper and mid-level management than to those in other positions especially in the academic area. The institution may want to communicate this to entire organization more effectively.

One of the most notable organizational changes was the creation of a Marketing Department out of the former External Relations department. The institution recognized the importance of these functions and the reorganization will put more emphasis on the recruiting of students. This Marketing Department's function will focus on marketing the institution and recruiting of students. It will work in coordination with the Admissions Department to communicate with prospective students through recruiting fairs, website information, and word of mouth. A good example of this coordination is the support the Marketing Department has given to the Business School to promote the MBA program recruiting. As part of the overall institution strategic planning, the WSCUC team suggests a strategic marketing plan to focus on

how the department can support the overall marketing and enrollment goals in each school and the whole University. (CFR 3.5)

University Governance. In 2013 WSCUC developed recommendations for the governance of AAU that were intended to insure the institution was able to meet WSCUC standards for governance but also the conditions of the Czech Republic Law for Public Benefit Corporations. It was recommended that a formal process be developed that would further clarify what would satisfy both WSCUC Standards and the governmental conditions as they relate to the Founders, the Board of Trustees, and the Supervisory Board especially in light of the new Civil Code that was anticipated in 2014. Further, the institution was advised to increase the size of the Board of Trustees; to develop functioning committees for academic affairs, audit, finances, and nominations for new members; to consider developing a set of priorities for Board of Trustees for the next twelve to eighteen months; and insure progress on the strategic plan that would link institutional goals and objectives with fiscal planning. AAU leadership recognized that changes would be required and stated that they welcomed the discipline of the accreditation process.

Prior to a review of progress on these initiatives, and in view of the complexity of private university governance in the Czech Republic, the following few paragraphs offer an overview for the Commission and set the context for this 2014 visit to AAU.

As the first tier in a three-tiered system of governance, Czech Law requires the establishment of Founders who sign a Founders Deed. AAU as a private institution has five Founders who are ultimately responsible for the institution but with limited, albeit important, responsibilities. It is these five who are listed in the Register of Public Benefit Corporations and in the Appendix of the Statute. The Founders can make changes in the Founder's Deed, are to

meet at least once a year to hear reports from the Board of Trustees, can appoint and recall members of the Board of Trustees and the Supervisory Board, and can provide assent to a decision of the Board of Trustees to terminate AAU. The Governance Charter states that the Founders can also make Statutes and policies specific to the composition of the Board of Trustees. Until this year the Founders have not been significantly engaged in the University for some time.

A Board of Trustees of six members exists as the operative Board. (CFR 3.) It has the power to make Statutes not inconsistent with the Founders Deed, provide strategic oversight, appoint the president, take responsibility for the administrative and financial elements of the University, can dissolve AAU with the prior consent of the Founders, and is the body that provides the candidates for the Board of Trustees to the Founders. An academic affairs committee, corporate governance committee, and a budget committee have been developed by the trustees, as well as a nominating committee that will be discussed later in this report.

In addition, the Public Benefit Companies Act requires a Supervisory Board of three members to review the annual financial report of the institution, insure that AAU is in agreement with all Czech Republic Acts and Statutes, and report its supervisory activity to the president and the Board of Trustees. Further, the Supervisory Board can recommend to the Board of Trustees the termination of the president if the president violates Deeds or Statutes, can call extraordinary meetings of the Board of Trustees, can recommend to the Founders to recall a Board of Trustee member, and are encouraged to do fund development. Members of the Supervisory Board have the right to attend Board of Trustee meetings.

With this structure in mind, the team was prepared to offer commendation for progress made on governance as articulated in the institutional report, express concern about the lack of

completion of some of the recommendations made in 2013, and raise further questions about what additional steps might be important to continued progress toward accreditation.

In that regard, during the team visit, lengthy meetings on matters of governance were held with the president, the general counsel, the Board of Trustee and Supervisory Board members available, the existing chair of the Board of Trustees, and one of the Founders. The team also reviewed on site all Board of Trustee minutes available for the past four years with emphasis on the documents from meetings in 2014.

This report on governance is organized into three sections: (1) our analysis and opinion about the governance structure itself, (2) an analysis and expression of the immediate concerns that developed in the months immediately preceding the visit, and (3) our recommendations to the University.

First, we will focus on the structure itself. The Founders Board is required by Czech Republic Law for Public Benefit Corporations. It has specific responsibilities that center primarily on the appointment or recall of members of the Board of Trustees and the ability to modify the Statues to modify the composition of the Board of Trustees. With this in mind, given the broad powers granted the Board of Trustees as the primary governing body of the institution, and assuming the recommendations offered later in this report are considered by the Board of Trustees, it is the opinion of the team that this overlay to the Board of Trustees is a reasonable accommodation to WSCUC Standards for institutional governance. Further, it is also our opinion that the Supervisory Board, which functions as the audit committee but otherwise functions essentially in an advisory capacity, does not result in a material deviation from WSCUC Standards. We believe our rationale for this recommendation is also supported by the

WSCUC document about international accreditation that acknowledges the need for reasonable accommodation when it does not appear to compromise WSCUC core values and standards.

Now we will focus on the situation that developed in the months preceding the visit. Shortly before the visit we were informed that the Board of Trustee's Chair and a second trustee had resigned and that members of the supervisory Board had also resigned. Subsequently, and before the visit, the WSCUC staff liaison for this visit received a letter from the resigned Chair indicating deep dissatisfaction with the institutional leadership. The visit schedule was revised to insure that lengthy discussions were held with all relevant parties. Board minutes and letters of transmittal among the Boards, President, and Founders were carefully reviewed.

In the process of this review we determined that two of the Founders had been requested by the AAU General Counsel to look carefully at the governance situation at AAU that had become problematical. When these two Founders did engage, for the first time as far as we could determine, they decided that rather than exercise their right to appoint and recall members, time was of the essence, and that one of these founders would join the Board of Trustees and one would join the Supervisory board. This occurred prior to the resignation of the Chair of the Board of Trustees.

At the outset of the visit this was a matter of great concern to the team. However, we did determine after extensive analysis that both Founders had already announced this was an extraordinary move and, once a more stable environment had been restored, they would resign their positions in December 2014. We observed a number of positive steps that they had been able to influence that led to the team believing their actions not only to be an acceptable move on their part but likely the best decision that could have been made at the time.

A new Chair of the Board of Trustees, a distinguished senior person who has previously served on behalf of AAU, has been named and approved by the Founders. Two new trustees recommended by the Board of Trustees and two new members of the Supervisory Board have already been added. The team met with these new members and believes they are extraordinarily capable. Three additional nominees for the Board of Trustees have been made in the prescribed manner and likely will be elected in the near term.

While the EER team visit occurred on the cusp of a crisis in governance at AAU, we have been satisfied that useful corrections have been made or at least initiated. This is not to make light of the reality that this point-in-time situation has taken energy and time from other important university tasks, has been personally difficult for those close to the situation, and has interrupted progress on some of the recommendations made by WSCUC in 2013.

Moving forward in order to enable AAU to come into full compliance with the Independent Governing Board Policy of WSCUC (CFR 3.9), and to provide counsel and recommendations that will assist the institution to make further progress, the team makes these following recommendations.

- What appears to be a reasonable and possibly a necessary step of Founders placing themselves on the two existing Boards, and while acknowledging their right by the Founders Deed to do so, to insure the integrity of the Boards we strongly recommend that this be a temporary move to stabilize the governance structure. We have been assured that the Founders have themselves come to this conclusion.
- The Supervisory Board should consistently address its audit function and, while it is appropriate for members to meet concurrently with the Board of Trustees if they wish,

this Board should conduct separate meetings that produce formal minutes and report their actions to the Board of Trustees.

- The Nominating Committee charged with nominating members for the Board of Trustees to the Founders should be considered a committee of the Board of Trustees with recommendations forwarded to the Founders only with the approval of the Board of Trustees. We recognize the value that is being considered that this committee might include not only trustees but representation from the faculty, students, alumni and/or community members to insure broader participation in this process.
- We suggest that a matrix of skill sets and qualifications for trustees be developed so that the Board of Trustees is insulated from the temptation to nominate persons only from close personal association. To include successful and noteworthy alumni can be an added value.
- Additional trustees should be added to bring the number to a minimum of 9 as soon as possible to provide breadth of skill sets and to effectively handle committee responsibilities. Even moving eventually to 12 may be useful but this is a matter of discretion for the institution.
- There are a number of unresolved issues carrying over from the trauma of the past few months. The Board of Trustees will benefit by establishing a set of Board priorities that can guide Board agenda and activity for the next 12 to 18 months. Included in this exercise should be a careful review of the Board Self-Assessment Report for 2011-2013 to determine how to improve any of the deficiencies identified in that document that was approved by the previous Board. This review should also include either a confirmation

of previous Board review of the President with actions based on that report or a further review should be conducted as the basis for the Board's expectation of the President.

- Any other unresolved matters that have been generated by the passage of communiqués among the Board, past Chair, President, and Founders should be reviewed and concluded. Changes in the Codex might be considered to reduce complication and conflicting interests.
- The institutional Strategic Planning process is well articulated and continuing hard work should make it possible for the priorities of the institution to be linked to operational detail, a business plan, and the budgeting process within the next year or two. The Board of Trustees should assume responsibility, not for the management of detail, but for insuring the timelines established will be met and that the decisions be implemented.
- The Board through the leadership of the new Chair should establish clear and detailed priorities for the president and provide guidance and assistance as appropriate for the president. It should also be recognized that the president himself has been through a difficult time and deserves support and attention.

D. Standard IV. Creating an Organization Committed to Learning and Improvement

Strategic Thinking and Planning. Standard 4 makes clear the importance of strategic thinking and planning. The 2013 WSCUC visiting team stated the clear expectation that the “institution engage in longer range strategic planning across the institution that integrates multi-year budgeting.” (CFR 1.3, 4.1, 4.2, 4.3). The team is pleased to note that AAU has made significant progress in clarifying the mission statement, developing a statement of values, and reasserting a vision that states AAU's aspiration “to be a leading university in Czech Republic

recognized for innovation and quality in teaching and learning with a commitment to societal excellence in a globalized world.”

Since the last visit by the WSCUC team in 2013, a Strategic Planning Committee was established composed of members of the President’s Collegium, representatives of the Faculty Senate, Student Council, and Alumni Council. A faculty advisor, skilled in strategic planning, has added significant value as a member of this Committee. They have developed and published a set of strategic goals for 2015-2020 and a set of objectives organized under these six goals:

- Academic Excellence, Teaching and Research;
- Shared Accountability and Image;
- Cost Efficiency and Diverse Revenue Streams;
- Significant Infrastructure;
- Partnerships and Networking; and
- Improve Enrollment, Retention, and Graduations.

A May 14 update detailed an excellent, candid SWOT analysis of institutional strengths, weaknesses, opportunities and threats. Analysis of this document will provide a base for discussion and analysis. Further, a *Strategic Planning Policy* was developed that was approved by the Board of Trustees on May 23, 2014.

While the University is to be commended for this progress that is intended to respond to directives from the Board of Trustees and to the WSCUC Commission, the EER visiting team is disappointed that this work so far does not link the goals and objectives that have been developed to operational details and a business plan. The absence of a comprehensive plan, perforce, means that the institution has not developed a useful template for action nor the ability to analyze

over sufficient time the benefit of modifications made on the basis of such a plan. (CFR 4.1)

We are particularly concerned about the impact that lack of such detail has on the articulation of the core mission of this university. The team cannot overemphasize our concern about the importance of building on the work done to date, and the need for trustee and presidential leadership attention to this priority.

It is encouraging to note that the institution seems to agree and has stated clearly that “... as AAU finalizes its work on the Strategic Plan... it will include operational plans with specific targets for individual departments.” It appears that the faculty are fully prepared to participate in this process. We believe the institution is serious about this important area of development and has established a timetable for the completion of the initial plan to accomplish the objectives stated for 2015-2020 but must not let recent changes in trustee leadership or other pressures contribute to a delay in this key priority.

The team offers these suggestions as the process of Strategic Planning for the University proceeds:

- The plan should include linkage between academic planning, an enrollment management plan, and a multiple-year budgeting process.
- The plan should be viewed as ongoing and flexible with a realistic assessment of what can be accomplished in the early years in light of the cost of the completion and move to the new campus building.
- The enrollment management plan should take into account the value of increasing the number of degree-seeking students and should be carefully articulated with both the academic initiatives and fiscal needs.

- The overall plan should focus as much on the distribution or redistribution of existing funds as on the allocation of new resources.
- In this regard, the need to support a sufficient number of full time faculty for the scope of existing programs may prove to be as important as the development of new programs.
- The development of the initial plan might have as a secondary objective the value of clarifying decision making processes among administration and faculty, and this might lead to a review of some aspects of the Codex.
- In the light of the reductions that have occurred recently, in part because of the cost of the reconstruction of the new building and the recent enrollment patterns, it will be all the more important for all constituencies to recognize the burdens this places on the trustees and the office of the president. A degree of caution is urged.
- Once an initial and comprehensive plan is articulated, it will be important to adjust and modify as necessary, and insure periodic review and analysis of results that will inform future planning and decisions.

Commitment to Learning and Improvement. In its current planning context, much attention has been appropriately devoted to ensuring prudent financial reserves to support its move into expanded facilities to better support its academic mission. As a consequence, there is little opportunity in academic planning to consider creation of new programs. The current focus of academic planning has been on program review and assessment in preparation for the next cycle of program reviews by the Czech Accreditation Commission. Based upon review of data on enrollment in degree programs, a reasonable decision was made not to seek reaccreditation and to teach out some programs with small enrollments. This will allow assessment to focus on the core programs in each school and also help to ensure that resources are aligned to better support

the degree programs that are most viable in terms of attracting enrollment of degree seeking students.

As discussed elsewhere in this report, the institution's strategic planning process has not yet matured sufficiently to provide the objectives, priorities, or longer term budgeting framework to guide longer term academic planning. The team anticipates that as this process matures, there will be more opportunities to align academic planning and resource allocation, and that the process will take into account the evidence concerning educational effectiveness that is now emerging from program-level and institution-level assessment projects. This will be a fruitful area for consultation between the developing faculty senate and the administrative leadership.

Over the period of review, the team has observed remarkable progress in the institution's building of its capacity to inquire into its effectiveness. (CFR 4.3, 4.4) The energy, commitment and accomplishments of both faculty and staff are impressive and commendable. The institution employs a regular set of processes in curriculum review to support educational effectiveness. Deans and department chairs routinely review course syllabi and frameworks for assessing student work as well as making peer observations in support of teaching effectiveness and alignment between course objectives and program outcomes. General surveys of student and faculty satisfaction are conducted, with results analyzed to develop recommendations and responses. Student service and academic support offices regularly solicit feedback for improvement. These provide a foundation for the institution's emerging intentional system of quality assurance. (CFR 4.4)

The process of applying for WSCUC accreditation has stimulated faculty engagement in inquiry into teaching and learning. Leadership appreciates the value of this work in furthering the institution's goals and aspirations. The results from initial assessment work have been used to

improve program structure, course design, and support for student achievement. Following on the intensity of the initial period, the faculty and the administrative leadership must look for ways and means to achieve sustainability in this culture of evidence. This will require pacing and prioritization of assessment and reviews to provide a sustainable routine. It will also require considerable support from Institutional Research that has the capacity to assist in the assessment of learning and distribute demographic and assessment analyses to program leaders. (CFR 4.5) This effort will also require investment of additional resources to support the faculty in this inquiry and to acknowledge the additional workload in support of teaching beyond that compensated for through course teaching assignments. (CFR 4.7)

During the EER site visit, the WSCUC team met with current students and alumni in separate open sessions. There was general agreement about the reasons for choosing to attend AAU such as accessibility of faculty, small class sizes, lower cost and instruction in English. In particular, several commented on the quality and real world experience of adjunct faculty which they valued as a very positive experience compared to other institutions. This also creates opportunities for internships and networking. The Alumni Survey results indicated a favorable response to being prepared for careers after graduation. Several shared that AAU had prepared them well for post graduate education and their successful careers. Both current and former students expressed the need for a greater sense of building the community at the university. Although there is a Student Council that organizes some activities, there is a desire for more student life programming outside of the classrooms.

SECTION III – FINDINGS AND RECOMMENDATIONS

Commendations

1. AAU addressed the need for internal controls in finances by developing an accounting and auditing manual with protocols that are being followed.
2. The review team commends the level of stakeholder engagement in curriculum development and assessment bringing advisory boards and other external perspectives to the development of the institution.
3. AAU's academic leadership and faculty are commended for critical decisions regarding program discontinuation based upon data from enrollment and sustainability trends.
4. The review team commends the quality engagement of core faculty in undertaking assessment projects and building their capacity to exercise effective academic leadership for educational quality and student success. The team was impressed that the institution's mission and values inspired high levels of commitment from both permanent and adjunct faculty.
5. AAU leadership is commended for the quality of the Educational Effectiveness Review Report of June 14, 2014, that formed the basis of this review, for the thorough list of attachments that provided sufficient backup to statements made, and for the additional materials provided upon request. On all fronts there seems to be evidence of honest and open communication with the accreditation process.

Recommendations

1. It is essential that AAU continue to build on the recent work in developing a comprehensive strategic plan that is linked with fiscal planning. The plan should be developed through an iterative process with broad input, well understood, and sufficiently flexible to recognize the reality of the present situation. The process should be led by the

president and ultimately approved by the Board of Trustees. Attention should be given to the suggestions listed in Section IV, page 36, of this report. (CFRs 1.1, 1.2, 3.8)

2. It is essential that the governance of the University be implemented consistently and effectively as specified by both the Czech Law regarding Public Benefit Corporations and as required by the governance standards of WSCUC. Consideration should be given to whether there are further changes to be made in the Founders Deed or Statute over time to fully merit WSCUC accreditation. The Board of Trustees must assume its appropriate role in strategic planning and presidential oversight. Moreover, we recommend that the Board should move forward on the specific recommendations embodied in Section III, page 32, of this report. (CFRs 3.8, 3.9, 4.1, 4.2)
3. The EER visiting team recommends an urgent priority for faculty support and development of leadership in the following areas: (CFRs 2.1, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4)
 - a. Increased number of full-time faculty
 - b. Stability for continuing adjuncts
 - c. Predictable support for research and scholarship
 - d. Responsive faculty development policy
 - e. Transparency and clarity in policy development and administrative decisions
 - f. Open conversations between Faculty Senate & Administration
4. The visiting team recommends that the institution provide enhanced institutional research capability to collect and preserve data emerging from various academic and co-curricular assessments for use in future trend analysis. Program leadership should use aggregated and disaggregated data from institutional research in curriculum assessment and program improvement. In order to accomplish this capability, the team recommends that the institution assign specific and focused leadership for institutional research to coordinate the effort and communicate the information to appropriate staff and faculty. (CFRs 2.6, 2.10, 4.3, 4.4, 4.5)

5. AAU should continue to enhance its efforts, grounded in its strategic planning initiative, to address financial sustainability, resource planning and development which includes realistic budgeting, enrollment management and diversification of revenue sources.
(CFR 3.5)

Appendices

1 -- CREDIT HOUR AND PROGRAM LENGTH REVIEW CHECKLIST

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? YES
	Where is the policy located? www.aauni.edu/about/ects/ , explained in the Catalog
	Comments: <i>AAU follows the European Credit Transfer System, which defines 1 ECTS credit as 25-30 hours of work per semester, AAU sets the hours to 7 hours in class and 18 hours at home preparation.</i>
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? YES
	Does the institution adhere to this procedure? YES
	Comments: <i>Syllabi are reviewed/approved each semester by the Department Chairs and Deans, who assess also the workload requirement; after each semester, AAU evaluates the hours self-reported by students and compares them to the required hours, instructors with less hours are informed and required to adjust the workload.</i>
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? YES
	Comments: <i>Schedule is available online (www.aauni.edu/academics/calendars-timetables/) and in hardcopies at campus.</i>
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 5
	What kind of courses (online or hybrid or both)? Introductory, intermediate, advanced
	What degree level(s)? BA, MA
	What discipline(s)? Marketing, Humanities, Politics, Journalism
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: N/A, the blended programs of study are no longer offered.
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed?
	What kinds of courses?
	What degree level(s)?
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other)	How many programs were reviewed? 7
	What kinds of programs were reviewed?
	What degree level(s)? BA, MA

program materials)	What discipline(s)? Business Administration, IR/IRD, Journalism, Humanities (Soc & Culture)
	Does this material show that the programs offered at the institution are of a generally acceptable length? YES
	Comments:

2 - MARKETING AND RECRUITMENT REVIEW CHECKLIST

Under federal regulation*, WASC is required to demonstrate that it monitors the institution’s recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.	Verified Yes/No
**Federal regulations	Does the institution follow federal regulations on recruiting students?	Yes
	Comments: <i>AAU works with recruiters to recruit international students and these are paid a commission. This is standard among all universities doing international recruiting in the CR and does not violate Czech laws. This is not a violation of Czech law.</i>	
Degree completion and cost	Does the institution provide accurate information about the typical length of time to degree?	Yes
	<i>The information is available at multiple locations: in individual program descriptions at the website, in the Catalog, in the accreditation files.</i>	
	Does the institution provide accurate information about the overall cost of the degree?	Yes
<i>All the costs related to studies are summarized in one document, AAU Tuition, Fees, and Policies. The documents are available at AAU website, in the Student Handbook, and in hardcopies at the Student Services Center.</i>		
Comments: Information contained in documents or website.		
Careers and employment	Does the institution provide accurate information about the kinds of jobs for which its graduates are qualified, as applicable?	Yes
	<i>Information about jobs is available in accreditation files and in the descriptions of individual programs at AAU website.</i>	
	Does the institution provide accurate information about the employment of its graduates, as applicable?	Yes
<i>Yes. We provide information based on yearly survey among the alumni and have a Career Center.</i>		
Comments: Alumni survey		

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

3 - STUDENT COMPLAINTS REVIEW CHECKLIST

Under federal regulation*, WASC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? <i>Yes.</i>	Yes
	Is the policy or procedure easily accessible? Where? <i>It is available in Academic Codex (Disciplinary Code) – available online, and in Student Handbook. Under revision, to be approved by BOT in October 2014.</i>	Yes
	Comments: Information in Codex and Student Handbook	
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? Please describe briefly: <i>Yes, summarized in the Disciplinary Code. Currently under revision, the proposed version has three stages: mediation/resolution of the conflict in an informal manner, official complaint to the Dean, appeal to the Provost/Disciplinary Committee.</i>	Yes
	Does the institution adhere to this procedure? <i>Yes, the valid procedures as described in the valid Disciplinary Code are adhered to.</i>	
	Comments:	
Records	Does the institution maintain records of student complaints? Where? <i>Each Dean maintains records of complaints addressed by him/her. Offices of the President and Provost maintain records of complaints addressed by President/Disciplinary Committee and Provost, respectively.</i>	Yes
	Does the institution have an effective way of tracking and monitoring student complaints over time? Please describe briefly: <i>All complaints are submitted on petition forms that are filled in students dossiers and are subject to permanent record keeping.</i>	Yes
	Comments:	

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission’s Complaints and Third Party Comment Policy.

4 – TRANSFER CREDIT REVIEW CHECKLIST

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? <i>Yes.</i>	Yes
	Is the policy publically available? If so, where? <i>Yes, at the website and in Student Handbook.</i>	Yes
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <i>Yes.</i>	Yes
	Comments: Confirmed articulation process at level of school for student advice and faculty review	

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

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: William Ladusaw
Date: 19/9/2014