Walden University Overview
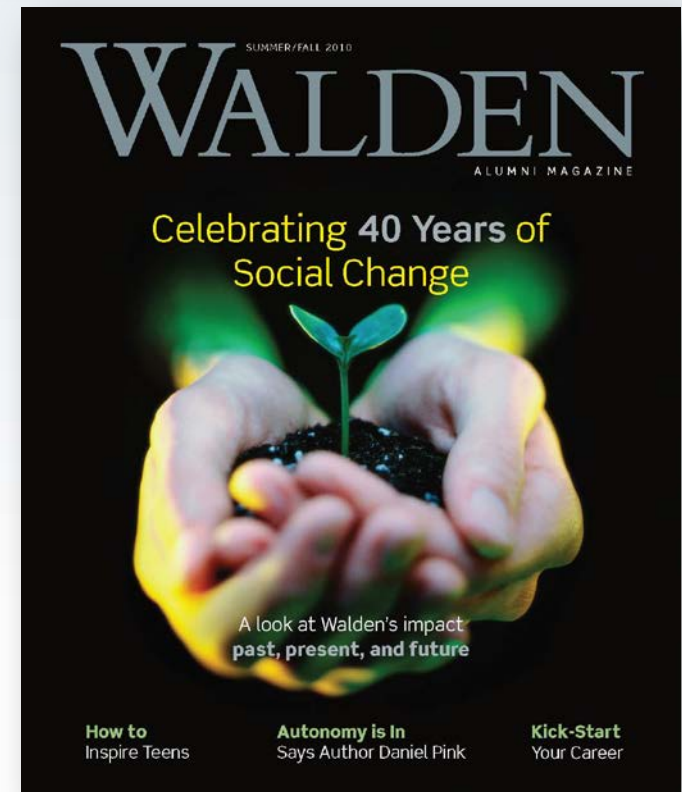
WALDEN
UNIVERSITY

A higher degree. A higher purpose.

Walden University
A Pioneer in Distance Education

- Founded over 40 years ago with a mission to provide a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so they can effect positive social change.

- Accredited since 1990 by the North Central Association of Colleges and Schools: Higher Learning Commission.

- The flagship online university in Laureate International Universities—a global network of 75 accredited campus-based and online universities in 29 countries, serving more than 900,000 students around the world.

SUMMER/FALL 2010

WALDEN
ALUMNI MAGAZINE

Celebrating 40 Years of Social Change

A look at Walden's impact past, present, and future

How to Inspire Teens

Autonomy is In Says Author Daniel Pink

Kick-Start Your Career

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Walden University Colleges and Schools

- The Richard W. Riley College of Education and Leadership
- College of Management and Technology
  – School of Management
  – School of Information Systems and Technology
- College of Health Sciences
  – School of Health Sciences
  – School of Nursing

- College of Social and Behavioral Sciences
  – School of Counseling
  – School of Psychology
  – School of Public Policy and Administration
  – School of Social Work and Human Services
- College of Undergraduate Studies

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Walden's Strengths in Online Education

Specialized Accreditations

- **Master of Science in Mental Health Counseling:** This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Walden is one of the only schools that offers a CACREP-accredited M.S. degree in Mental Health Counseling online.

- **Master of Science in Nursing:** This program is accredited by the Commission on Collegiate Nursing Education (CCNE), a national accrediting agency recognized by the US Department of Education.

- **Bachelor of Science in Nursing (BSN) Completion Program:** This program is accredited by the Commission on Collegiate Nursing Education (CCNE), a national accrediting agency recognized by the US Department of Education and the Council for Higher Education Accreditation.

- **School of Management:** The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners recently awarded Walden University accreditation of its DBA, Ph.D. in Management, MBA, and BSBA programs.

- **Bachelor of Science in Accounting and Master of Science in Accounting** These programs are accredited by ACBSP and have earned the organization's Specialized Accounting Accreditation.

- **Doctor of Nursing Practice (DNP):** This program is accredited by CCNE.

- **Master of Science in Project Management:** This program is accredited by the Project Management Institute Global Accreditation Center.

- **Richard W. Riley College of Education and Leadership:** Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE).

- **Ph.D. in Counselor Education and Supervision:** This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

- **Master of Science in Marriage, Couple, and Family Counseling:** This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

- **Master of Science in Mental Health Counseling:** This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

- **Executive Master's in Business Administration:** This program is accredited by ACSBP.

- **Bachelor of Science in Information Technology (BSIT) Program:** The BSIT program received accreditation by ABET, the internationally recognized accreditor for programs in applied science, computing, engineering, and engineering technology. Effective October 1, 2013, Walden University's program joins 21 BSIT programs – including only 1 other fully online program – currently accredited by ABET.

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Walden's Strengths in Online Education

Diverse Student Body

- Over 50,000 students

- Large majority between ages 24 and 49.

- More than 89% working full time, part time, or self-employed

- Women comprise more than 75% of Walden's student body.

- Ethnic minority students make up more than 48% of the student body.

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Walden's Strengths in Online Education
Leader in Diversity in Education

- The National Science Foundation has ranked Walden University No. 2 in the category of doctorate-granting institutions with the largest number of African American doctorate recipients.

- Walden is consistently recognized by *Diverse: Issues in Higher Education* as a top provider of graduate degree programs for African Americans:
  - No. 4 for master's degrees awarded to minorities
  - No. 1 for master's degrees awarded in public health for African Americans
  - No. 2 in master's degrees awarded in education, health professions and related programs, and nursing for African Americans

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Walden's Strengths in Online Education Student Default Rate

- Walden's latest three-year cohort default rate (CDR) is 7.8%.
  - Walden's rate remains significantly lower than the 13.7% national average default rate and the 19.1% average of proprietary institutions.

- Walden's consistently low CDR demonstrates it is successfully graduating students who have a high rate of employability and career advancement.

- CDR also demonstrates the students' ability to repay their federal student loans, and they do so at a rate better than the national average of all institutions, and better than the national averages for both public and proprietary institutions.

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Walden's Strengths in Online Education Commitment to Success for Adult Learners

Comprehensive services to support students through graduation and beyond

Prospective Students

- Enrollment advisors
- Financial aid counselors
- Welcome Center
- Student Readiness Orientation

Graduates

- Career Services Center
- Alumni association

Current Students

- Faculty mentors
- Academic Advising Team
- Award-winning Student Support Team
- 24/7 technical support
- Fully digital library
- Writing Center
- Research support
- Undergraduate tutoring
- Student Assistance Program
- Disability services

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Walden's Strengths in Online Education
Focus on Assessment, Learning Outcomes, Continuous Improvement

- Dedicated to creating and sustaining a "culture of evidence"
  - Graduate of Higher Learning Commission Assessment Academy
  - Office of Institutional Research and Assessment
  - Walden DATA (Demonstrating Accountability, Transparency, and Assessment) project

- Walden DATA project – recognition
  - Featured on the National Institute for Learning Outcomes Assessment website:
  - The Walden DATA website "provides a centralized resource for multiple data points across the institution and within departments related to student learning. The website posts the stated learning outcomes for each program, information on student satisfaction, performance indicators, and student self-assessments of their learning. In addition, the website presents information, in a clear, user friendly format on direct and indirect evidence of student learning, other sources of evidence used in continuous improvement, and overviews of how learning outcomes reporting is integrated within the institution."

Reference
Walden University (2012). Demonstrating accountability, transparency, and assessment (DATA) .
http://www.waldenu.edu/About-Us/33555.htm

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Walden's Strengths in Online Education
Focus on Assessment, Learning Outcomes, Continuous Improvement (cont.)

- Four systems of assessment for continuous improvement
  - Learning Outcomes Reports (LOR books) for every program
  - Academic Program Reviews and Co-curricular Program Reviews
  - Course Evaluations
  - University Surveys

- Sources of data for continuous improvement:
  - Indirect Evidence of Student Learning: comprehensive student, alumni, faculty, and employer surveys
  - Direct Evidence of Student Learning: portfolios, course assignment performance, faculty assessments
  - Other: faculty performance evaluations; enrollment, retention, and graduation reporting; academic program reviews

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Walden's Strengths in Online Education
Expert Faculty

- Core and contributing faculty model

- More than 3,000 total faculty

- 86% of faculty members hold doctoral degree

- Integrate broad expertise into the classroom

- Specialize in collaborating with adult learners in an online environment

- Supported by extensive development and other resources provided by Center for Faculty Excellence

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Growth of Online Education

- The online higher education market is growing exponentially. According to the Sloan Consortium:

  - Over 6.7 million students were taking at least one online course during the fall 2012 term, an increase of nearly one million students over the number reported the previous year.

  - 32% of higher education students now take at least one online course.

  - 69.1% of all reporting institutions said that online learning was a critical part of their institution's long-term strategy.

  (Online Learning Consortium, 2013).

- The US Department of Education 2009 report concerning online education concluded that "students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction." They also concluded, "Learning outcomes for students who engaged in online learning exceeded those of students receiving face-to-face instruction." (USDE, 2009).

References

Online Learning Consortium (2013). 10th Annual Survey of Online Learning: Changing Course: Ten Years of Tracking Online Education in the United States. http://onlinelearningconsortium.org/publications/survey/going_distance_2013

USDE (2009). On-line learning students perform better. http://www.breining.edu/USDEDistLearning.htm

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U.S. Senate HELP Committee Report:

"For Profit Higher Education: The Failure to Safeguard the Federal Investment and Ensure Student Success"

Acknowledgement of the important role for-profit institutions play in higher education:

- Their "innovations have made attending college **a viable option for many working adults**, and have proven successful for hundreds of thousands of people who might not otherwise have obtained degrees" (U.S. Senate, Executive Summary, p. 1).

- "For-profit colleges are **more nimble than most traditional colleges**, including community colleges, in developing and implementing programs. When those **programs respond to workforce needs** and result in jobs in high demand fields that pay good salaries, the outcome for students can be excellent" (U.S. Senate, Part I. Part III , p. 12).

Positive excerpts about Walden:

- "…the company's performance, measured by student withdrawal and default rates, is **perhaps the best of any company examined**, and it appears that **students are faring well** at this predominantly graduate degree-based for-profit college" (U.S. Senate, Part II, Walden University, p. 706).

- "[T]he **default rate is significantly lower than the average, not just for for-profit colleges but for all colleges**" (U.S. Senate, Part II, Walden University, p. 715).

- "Students attending Walden have **significantly better rates of retention** than other companies of comparable size" (U.S. Senate, Part II, Walden University, p. 718)

- "[T]he students that [Walden] enrolls appear to be **faring much better** than at many companies the committee examined" (U.S. Senate, Part II, Walden University, p. 718)

References

U.S. Senate (2012). *For profit higher education: The failure to safeguard the federal investment and ensure and student success*. Executive summary. http://www.help.senate.gov/imo/media/for_profit_report/ExecutiveSummary.pdf

U.S. Senate, (2012). *For profit higher education: The failure to safeguard the federal investment and ensure and student success*. Part I, Part III (minority views), & selected appendixes. http://www.help.senate.gov/imo/media/for_profit_report/PartI-PartIII-SelectedAppendixes.pdf

U.S. Senate, (2012). *For profit higher education: The failure to safeguard the federal investment and ensure and student success*. Part II Walden University. http://www.help.senate.gov/imo/media/for_profit_report/PartII/Walden.pdf

www.WaldenU.edu

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The Chronicle of Higher Education and *Inside Higher Education* Reports

"For Profit Higher Education: The Failure to Safeguard the Federal Investment and Ensure Student Success"

"Senator Harkin singled out several institutions, including Strayer, **Walden**, National American University, American Public University, as companies that are, in fact, doing a good job of educating students" (Stratford, 2012, paragraph 13).

"Their success is in the national interest," Harkin said, offering praise for several for-profits ... He said American Public Education, Strayer Education, **Walden University** and National American University have largely risen above problems found in the report…" (Fain, 2012, paragraphs 3-4).

References

Fain, P. (2012). End of the beginning. *Insider Higher Education*. http://www.insidehighered.com/news/2012/07/31/next-steps-harkin-and-profits

Stratford, M. (2012). Senate report paints a damning portrait of for-profit higher education. *The Chronicle of Higher Education*. http://chronicle.com/article/A-Damning-Portrait-of/133253/

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HLC Comprehensive Visit

Self-Study (2009-2012)
- Over 130 participants (21 working groups) with faculty, staff, students, and alumni.
- Continuous outreach to through faculty meetings, webinars, online blogs, emails.
- Invited special emphasis on mission of positive social change

Team Visit
- Team reported that <u>all</u> Criteria for Accreditation were met and no required follow-up
- Team recommended to allow Walden to offer new doctoral programs in existing disciplines without prior commission approval.
- *"Walden University has succeeded in assembling an impressive and highly engaged group of faculty, staff, and administrators who embrace the mission of effecting positive social change through innovative and purposeful academic programs that serve students extremely well." – Team Report*

Outcomes
- Self-study and team recommendations integrated into university strategic planning.
- Social change framework to inform curricula and faculty training.
- Dissemination of practices from self-study and special emphasis.

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Innovation for Walden's Core Values

Student-Centeredness
- First Year Student Progress Initiatives
- Analytics for Academic Advising
- Capstone Intensive Retreats
- New Orientation Models

Quality
- Virtual Field Experience
- Writing Center Interventions
- Faculty Expertise Database
- Faculty Model (recruitment, engagement, training, support)

Integrity
- Academic Integrity & Identity Verification
- DATA Transparency Website
- External Studies of Program Outcomes

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Commitment to Social Change

Research and Publications
- Social Change Impact Report
- Journal of Social Change
- Support Interdisciplinary and Collaborative Research across LIU
- Alumni Magazine
- Ponder

Community Events
- Social Change Conference
- Global Day of Service
- Perspectives on the World Speaker Series
- Commemorative Month Observations

Sharing Stories
- Scholars of Change Video Contest
- "Spotlight on Walden" blog
- Walden Voices eCampus community
- Student, Alumni and Faculty Stories through media publications/outlets
- myWaldenAlumni Online Community

Resources
- Walden Service Network

Recognition
- Commitment to Social Change Scholarship
- Presidential Award for Leadership in Social Change
- Fellowship in Research and Applications for Social Change

RESEARCH

PUBLICATIONS

SHARING STORIES

EVENTS

TOOLS

RESOURCES

SPEAKERS

AWARDS

SCHOLARSHIPS

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Thank you.

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