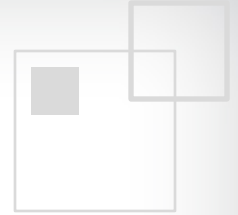# WASC SENIOR ACCREDITATION REDESIGN:

## where things stand now and where we are going

Agenda

- Accreditation Redesign Process – where have we been and where are we going
- Balancing national and regional challenges within a dynamic environment
- Proposed revisions to the Standards of Accreditation
- Walk through the Institutional Review Process
- What does this mean for IR?
- Conclusion
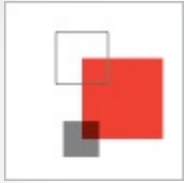
Q & A throughout the presentation
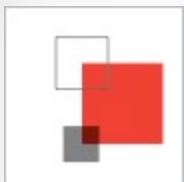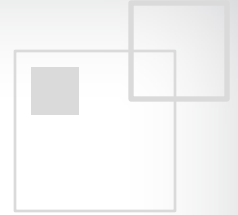
Listening, Learning, Leading (RG pg. 2)
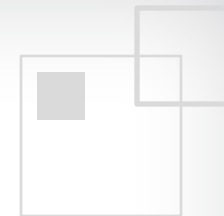
Redesign Process, February-August, 2012

Where We Go From Here

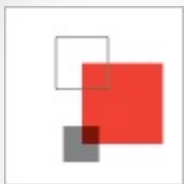- **Sep 2012 – Jan 2013:** regional forums and meetings; CAIR presentation; solicit comment from the region
- **Jan 2013:** Last day to submit comment
- **Feb 20-22, 2013:** Present final draft Handbook to the Commission for approval
- **July 1, 2013:** 2013 Handbook goes into effect
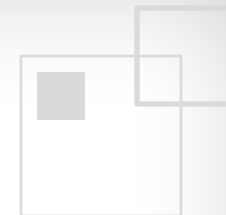
Implementation

- **Spring 2013:** Pilot 1
- **Fall 2014:** Pilot 2
- **Spring 2014 - Forward:** Institutions reviewed under 2013 Handbook

Comment and Feedback

To access the *2013 Draft Handbook of Accreditation* and other relevant documents, and to submit comment, visit:

www.wascsenior.org/content/draft-2013-handbook-accreditation

WASC will be receiving comment until January 2011

Your Name

[   ]

Institution or Organization

[   ]

Title

[   ]

Email

[   ]

To which section of the Handbook does your comment apply? *
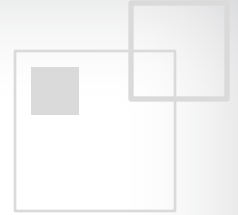
☐ Introduction

☐ Core Commitments

☐ Standard 1

☐ Standard 2

☐ Standard 3

☐ Standard 4

☐ Institutional Review Process

☐ Overall

Enter your comments here or upload a file below.

[   ]

Attach a file with your comments

(Choose File) No file chosen   (Upload)

Let WASC Know

- What benefits of challenges do you anticipate for your institution stemming from the new process?

- Are the substantive changes appropriate for now and the future?

- Is it clear how all the pieces fit together? Does the new process flow well?

- Is the wording and language clear, consistent, and concise?

- Are the definitions in the glossary clear and useful?

- How can WASC support your institution in implementing the new process?

- Are the materials helpful and clear? Are there further materials and/or graphics and wording that would be useful?
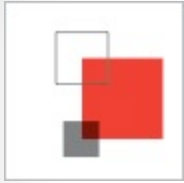
# Redesigning Accreditation For a New Era
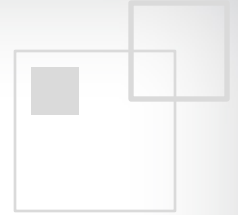
External Challenges
- Accountability for results
- Transparency demands
- Changing demographics
- Changing economic landscape
- A global higher education system

Internal Challenges
- New kinds of providers
- New patterns of participation
- New paradigms of teaching and learning
- A transformed and contingent faculty
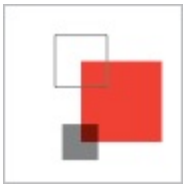
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How Accreditation is Changing (RG pg. 3)
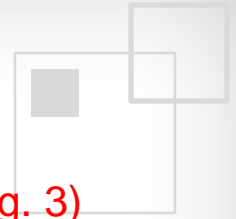
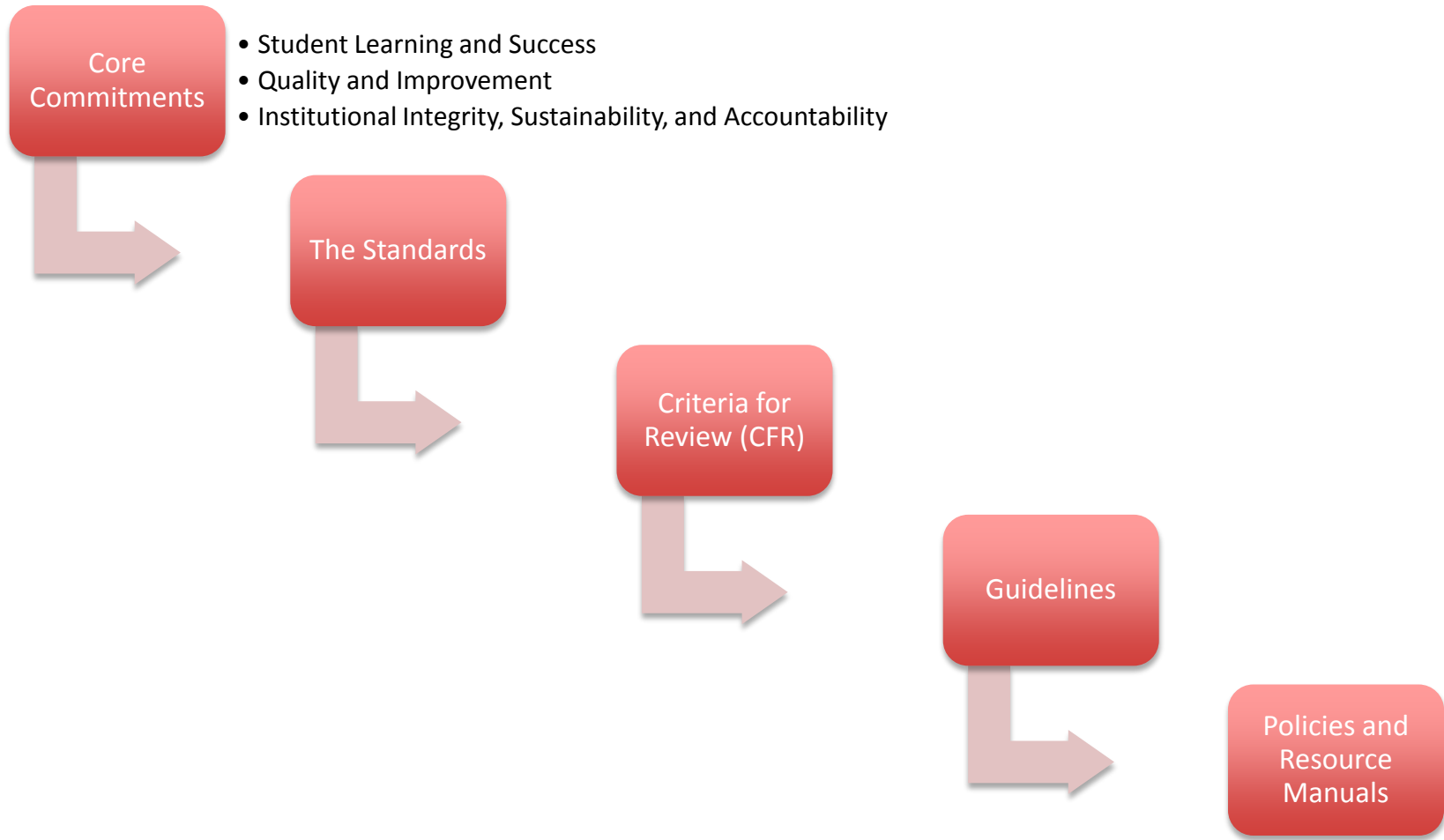| ROLES OF ACCREDITATION			
Core Functions of Accreditation	**Compliance Centered**	**Improvement Centered**	**Accountability/Quality Assurance Centered**
Focus of Review	All standards applied to assure compliance	Key areas selected and approved by accreditor for improvement	Specific areas identified as part of all reviews to address common policy issues—e.g., retention/graduation rates, student learning outcomes
Demonstration of Effectiveness	Must demonstrate standards are met at least at minimum level	Simplified compliance review and primary emphasis on recommended improvements	Standards of performance set by institutions, and, where appropriate, comparative indicators used
Public Reporting and Transparency	Public announcement of grant of accreditation	Reports internally circulated for improvement; accrediting action publicly reported	Meaningful and clear public information about institutional performance and commission actions reported

Goals of Revisions to the Standards

- Clarify and simplify wording

- Reduce redundancy

- Focus on key issues – completion, meaning of the degree, changing character of the faculty, new ecology of higher education

- Provide clearer references to policies and cross-reference related Criteria for Review

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How It All Fits Together <small>(Handbook pg. 8-9, Excerpt pg. 4-5)</small>

Core Commitments

- Student Learning and Success
- Quality and Improvement
- Institutional Integrity, Sustainability, and Accountability

The Standards

Criteria for Review (CFR)

Guidelines

Policies and Resource Manuals

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Standard 1

Substantive changes:

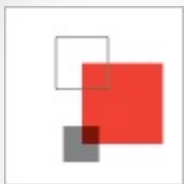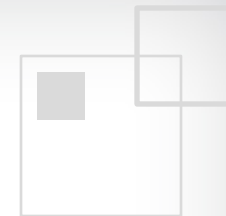- Include Transparency as a subheading

- Public Good included in the Standard and CFR 1.1; new policy being drafted

- 1.6: The institution truthfully represents its costs

Standard 2 (Handbook pg. 12-14, Excerpt pg. 8-10)
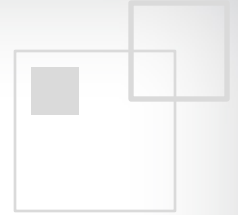
Substantive changes:

- New language: Standards of performance for graduates

- 2.2: Meaning of the degree as a whole – CFR 2.2

- 2.2a: Core Competencies

- 2.2b: Strengthening of graduate level expectations

- 2.10: expanded retention and graduation details

- 2.11: greater focus on co-curricular programs and student services

- 2.12: recruiting materials truthfully portray costs, etc.
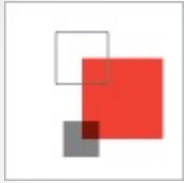
Standard 3 (Handbook pg. 15-16, Excerpt pg. 11-12)

Substantive changes:

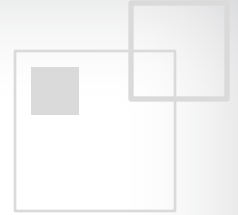- 3.1, 3.3, 3.10: Reflects changing roles and types of faculty; clearer statement of faculty responsibilities
- 3.4: Tie resource planning to strategic planning
- 3.8: New Policy on Independent Governing Boards

Standard 4

Substantive changes:

- Reorganized and rewritten to reflect the changing environment of higher education and support institutions in their efforts to plan and adapt for these changes
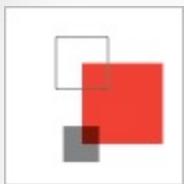
How It Works In Practice: The Redesigned Institutional Review Process
(Handbook pg. 21. Excerpt, pg. 17)

Preparation for the IRP

➤ Workshop 3 semesters prior to off-site review to prepare institution for the IRP

➤ Off-site reviews of retention and graduation and key financial indicators

3 semesters = 15-18 months

How It Works In Practice: The Redesigned Institutional Review Process
(Handbook pg. 21. Excerpt, pg. 17)

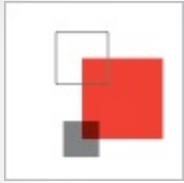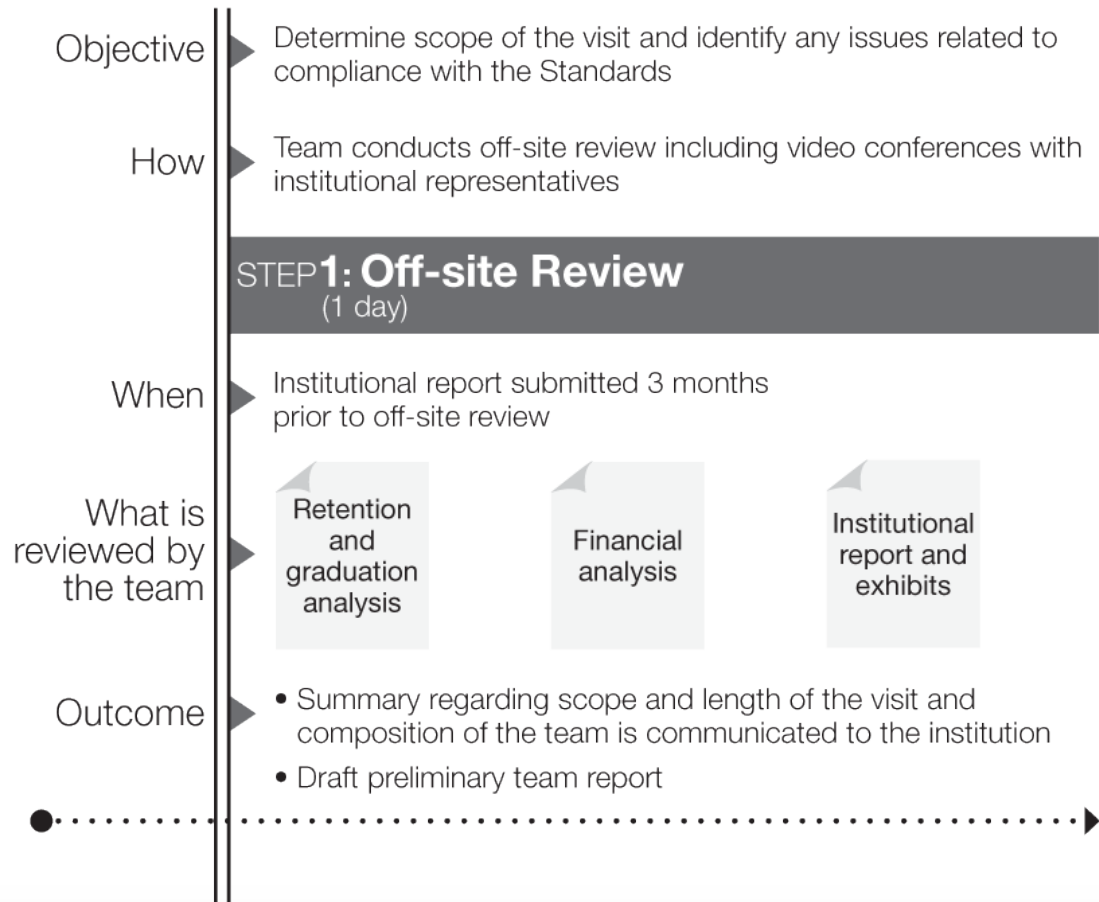|	
Objective	Determine scope of the visit and identify any issues related to compliance with the Standards
How	Team conducts off-site review including video conferences with institutional representatives

STEP 1: Off-site Review
(1 day)

When	Institutional report submitted 3 months prior to off-site review
What is reviewed by the team	Retention and graduation analysis Financial analysis Institutional report and exhibits
Outcome	• Summary regarding scope and length of the visit and composition of the team is communicated to the institution • Draft preliminary team report

Retention Graduation Committee

- Currently six members
- Comprised of administrators, faculty, staff, and IR
- Appointed for three years (like all WASC standing committees)
- WASC will be inviting two dozen more members in early 2013 (send e-mail to jferguson@wascsenior.org if you're interested)
- See the handout for the handout
  - Follows the narrative questions
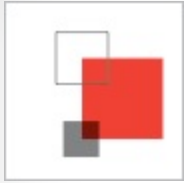 - Provides the Committee awarding an institution the option of 3 years, 6 years, or the next review cycle; and/or an Interim reporting addressing a very specific concern or two

How It Works In Practice: The Redesigned Institutional Review Process
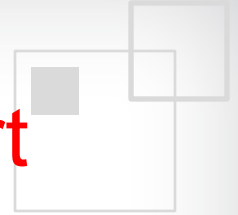(Handbook pg. 21. Excerpt, pg. 17)

Overview of the Institutional Report
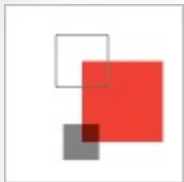(Handbook pg. 23-30, Excerpt pg. 16-26)

- Based on the findings of the institution's self-study
- Includes 9 components
- May be structured in a way best suited to tell the institution's story, reordering and perhaps combining components as needed
- Prompts included
- Themes are optional
- Narrative is 12,000 to 18,000 words (approximately 50-75 pages double-spaced) in length

Components of the Institutional Report

- Introduction: Institutional Context; Response to Previous Commission Actions (Public Good)

- Compliance with WASC Standards and Federal Regulations: Self-review under the Standards; Compliance Audit

- Degree Programs: Meaning, Quality, and Integrity of Degrees

- Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

- Student Success: Student Learning, Retention, and Graduation

- Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

- Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

- Institution-specific themes(s) (optional)

- Conclusion: Reflection and Plans for Improvement

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Implementing the *2013 Handbook of Accreditation*
(RG pg. 6)

GROUP 1: Institutions scheduled for off-site reviews in spring and fall 2014

Institutions work with **at least one Core Competency**. They define the outcome, identify standards of performance for graduates in that compentency, assess their students' performance, and identify areas for improvement. At the same time, they develop a plan for how they will approach the other four Core Competencies. The plan may also address other outcomes in areas of importance to the institution.

GROUP 2: Institutions scheduled for reviews in spring 2015, fall 2015, spring 2016, and fall 2016

Institutions work with **at least three Competencies**, following a plan developed earlier. In each Competency, students' performance is assessed, results are analyzed, and areas that need improvement are identified. For at least one Competency, the institution has "closed the loop," and implemented changes that have improved performance. For each compentency, assessment may take place within a program or separately. At the same time, they develop a plan for how they will approach the other Core Competencies that have not yet been addressed.

GROUP 3: Institutions scheduled for reviews in spring 2017 and beyond

For **all five Core Competencies**, the institution has created a plan, identified standards of performance at the institutional and/or program level, and implemented assessment. The institution is able to demonstrate where learning results have been improved; in areas where improvement is needed, steps are being taken. In all five Competencies, the institution is able to report, with supporting evidence, the proportion of students achieving desired standards of performance.

Keeping the Setting of Standards at the Institutional Level
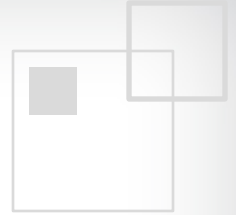
Institutions are responsible to:

- **Articulate the meaning of their degrees**

- **Set rigorous standards of performance**

- **Choose assessment methods**

- **Define success**

Institutional Research and the new IRP

- Complete the retention and graduation templates and reports

- Involved with component 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

- Provide data that supports narrative about student success (component 5)

- Will need to collect data and run reports on the core competencies (component 4)

Continued Focus
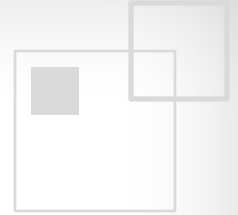
Changing Ecology of Higher Education

- Principle theme of the ARC – Fast Forward: Higher Education's Future (April 9-12, 2013 in San Diego)

- Generating a new set of concept papers

- Continuing conversation with the region about how these changes are affecting quality and the meaning of the credential

- Continue to create adaptive accreditation models to deal with: MOOCs, badges, certificates, competency based education, new institutional forms and partnerships, multiple institutional degree programs, etc.

- International Accreditation
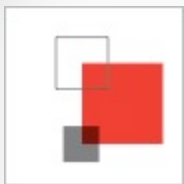
Comment and Feedback
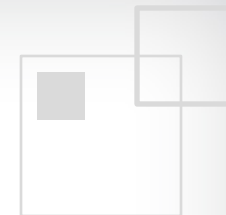
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