



ACCJC ACCREDITATION REDESIGN - WHERE THINGS STAND NOW AND WHERE THEY'RE GOING

A Presentation by

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for

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ACCJC 2002 STANDARDS

- Focus on student outcomes as indicator of quality
- Increased emphasis on data and analyses, including data on student achievement and student learning
- Emphasis on culture and practice of assessment and improvement
- Increased emphasis on institutional internal quality assurance systems, integration, decision-making



2014 STANDARDS REVISIONS

- Response to local interests in clarifying, simplifying Accreditation Standards
- Regional and national interests in student completion, time to degree, quality of degree
- Regional and national interests in “productivity” and student equity



Framework of Institutional Responses Needed to Move Community Colleges Ahead

Move From

A focus on student access

Fragmented course-taking

Low rates of student success

Tolerance of achievement gaps

A culture of anecdote

Individual faculty prerogative

A culture of isolation

Emphasis on boutique programs

A focus on teaching

Information infrastructure as management support

Funding tied to enrollment

Move To

A focus on access and student success

Clear, coherent educational pathways

High rates of student success

Commitment to eradicating achievement gaps

A culture of evidence

Collective responsibility for student success

A culture of collaboration

Effective education at scale

A focus on learning

Information infrastructure as learning analytics

Funding tied to enrollment, institutional performance, and student success

Reclaiming the American Dream: A Report From the 21st Century Commission on the Future of Community Colleges, American Association of Community Colleges, 2012, Page 3, Figure 3.



NEW ECOLOGY FOR HIGHER EDUCATION: CHALLENGES TO COMMUNITY COLLEGE ACCREDITATION*

- New patterns of student participation
- New kinds of providers
- Transformed and contingent faculty
- New approaches to teaching and learning
- Constrained resources, clarity of mission
- A global higher education system

*A paper by Peter Ewell for the ACCJC, available at www.accjc.org.



ACE REPORT ON ACCREDITATION*

- Increase transparency and clearly communicate results of accreditation.
- Increase centrality of evidence about student success and educational quality
- Take prompt, strong action against substandard institutions

**Assuring Academic Quality in the 21st Century: Self Regulation in a New Era*



ACE REPORT ON ACCREDITATION

- Adopt a more “risk sensitive” approach to regional accreditation
- Seek common terminology, promote cooperation and expand participation of college leaders
- Enhance the cost effectiveness of accreditation



NACIQI (24) RECOMMENDATIONS*

- **9** Allow accreditors to distinguish between high performing and more “at risk” institutions
- **10** Expedite accreditation reviews for the high performing institutions
- **11** Allow accreditors to use more gradations in awarding accreditation to institutions, depending on their quality
- **12** Make USDE. regulatory criteria less prescriptive, intrusive and granular*

Higher Education Act Reauthorization: Accreditation Policy Recommendations, April 2012



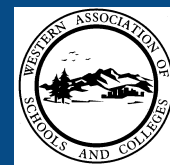
NACIQI (24) RECOMMENDATIONS

- **13, 14** Reconsider data used for accreditation, try to use existing data and analyses .
- **19** Revise IPEDS to make it more useful, timely
- **15, 16** Develop a set of metrics that could be used in all accreditation reviews, serve as minimum data for accreditation on completion, graduation, licensure or job placement, other indicators of career progress



NACIQI (24) RECOMMENDATIONS

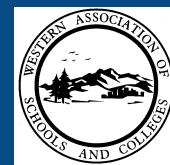
- **17** Audit data that is central to eligibility for F.A. and to consumer decisions to assure accuracy
- **18** Consider how data on completion could be gathered in a privacy-protected manner (e.g., through a non governmental organization such as the National Student Clearinghouse.)
- **20** Make accreditation reports available to public



AACC INITIATIVES*

- Voluntary Framework of Accountability – 30 institutions piloting the project, at least one state adopted the VFA. (announced Dec. 2011)
- Metrics Manual 1.0 (in process) defines many measures of student achievement and is developing sections on the assessment of student learning. Goal: institutions post measures of student outcomes on their websites

* See the AACC website for more information, a copy of the Manual



FLEXIBILITY VS. USDE REQUIREMENTS

- USDE focus on Credit Hour and seat time
- USDE requirement of prior substantive change approval, tracking each new program implemented
- USDE focus on quality of online learning and support services, extra scrutiny of DE
- Sharp increase in focus on for-profit higher education quality



REAUTHORIZATION BEGINS IN 2013

- Continued evolution of Congressional and public understanding of, demands on higher education, institutions and accreditors will impact HERA 2013
- Concern with abuse of stepped up regulatory environment focused on:
 - Student readiness, truthfulness of admissions processes
 - Student financial aid and student retention, completion
 - Utility of degrees for preparing people for jobs
- An interest in new forms of education



WHAT IS AHEAD?

SIX IDEAS

Six Ideas about Legislative, Regulatory Changes
and Changes to ACCJC Practices



TRANSPARENCY

- More information on accreditation outcomes for public
 - Expansion of the Public Disclosure Notice
- More information on institutional performance for public
 - More emphasis on 602.16 (a) “accreditors address success with respect to standards, as set by the institution, for **course completion, State licensing examination, and job placement rates.**” (paraphrased)
- More accreditor explanation of what distinguishes a “quality” institution from others
- Possibly a push for accreditors to describe the quality of learning that institutions provide, or compare institutions



METRICS AND MEASURE

- Definitions of inclusive “graduation” or “completion” rate
- Time to degree calculations, FT and PT
- Some common national metrics for CCs (AACC)
 - Some common metrics used by regional accreditors within or between regions
- Some pressures toward institutions reporting the learning outcomes data they are collecting



FOCUS ON STUDENT PATHWAYS

- More structure, direction of students
- Defined pathways to completion, including pre-collegiate education
- Incentives and limits on aid that improve time to completion
- Focus on quality of student advising, counseling, education plans
- Possible focus on course offerings and course sequencing
- Possible requirement that accreditors examine how well each institution achieves each of its missions



NEW PEDAGOGIES AND ENTITIES

- Accreditation of agencies that assess and assign credit for such things as MOOCs
- More flexibility in transfer of credit for prior learning
- More focus on the evaluation of learning in online courses and degree programs
- Policies on contractual relationships with non-accredited entities such as test taking centers, support service providers, etc. as debundling occurs



ADAPTIVE ACCREDITATION REVIEWS

- Lighter touch for high performing institutions
 - More variables reported between visits for low performing colleges, those without strong accreditation histories
 - Possibly a longer accreditation for high performing colleges
- Possible use of specific metrics to “define” high performing institutions – *some of that emerging in evaluation of financial management/stability now*
- Possibly more public information about higher performing colleges



ENHANCED GATEKEEPING

- Pressures on accreditors to improve “gatekeeping” and reduce substandard institutions’ access to \$
 - More enforcement of the “two year” rule
 - Possibly more annual monitoring of institutional metrics
- Possibly additional accreditation “statuses” to distinguish high performing institutions from more “fragile” institutions
- More information about institutional deficiencies to the public



THANK YOU

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