

Standards Review

October 8 - November 13, 2015

October 8: Community College of Rhode Island, Warwick, RI

October 9: Southern New Hampshire University, Manchester, NH

October 14: Springfield College, Springfield, MA

October 20: University Massachusetts Boston

October 29: University of Saint Joseph, Hartford, CT

October 30: Vermont Technical College, Randolph Center, VT

November 4: Colby College, Waterville, ME

November 13: Heathrow Airport, England



Commission on Institutions of Higher Education

New England Association of Schools and Colleges

What We'll Do Today

- **Introductions**
- **Review** the process, timeline, and context for Standards revision
- **Summarize** the major proposed changes
- **Discuss** in small groups what you see
- **Listen** to your feedback and ideas about the proposed Standards
- **Gather** your ideas for editorial changes

Plus lunch!

A participatory process

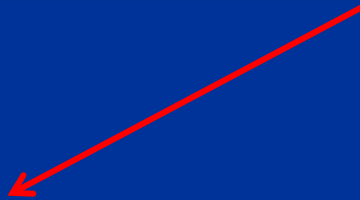
Members

Regional meetings



Commission

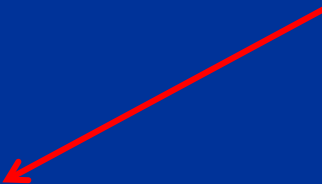
Identify emerging themes and issues



Provide feedback



Draft the Standards



Provide feedback



Adopt the Standards

A timeline so far – and plans for the future

June 2014	Initial discussion at Commission retreat
Fall 2014	Regional meetings and feedback to Commission
December 2014	Report at the Annual Meeting
Spring 2015	Themes or first draft prepared and discussed
June 2015	Commission meeting for a rough draft
<u>Fall 2015</u>	<u>Draft Standards public and discussed</u>
November 2015	Commission review of feedback + revisions
December 2015	Report at the Annual Meeting + final draft
January 2016	Commission adopts the Standards
Fall 2016	New Standards implemented

A definition

Accreditation is

A voluntary system of self-regulation

carried out by peer review

in which an institution or program

is found to

meet or exceed a set of standards.

Accreditation is system of self-regulation

1. Setting the Standards
2. Agreeing to abide by Standards and policies
3. Peer review against the Standards

Educational value of the process for those who participate.

The two purposes of accreditation

Foster
improvement



Assure
quality

Accreditation = Standards + Mission

Standards of
higher
education
community

+

Mission of
your
institution

evidence, evidence, evidence, evidence, evidence, evidence, evidence, evidence, evidence

Characteristics of the Standards

- Mission-centric – institutional autonomy
- Aspirational standards to be met at least minimally
- Non-prescriptive
- Largely qualitative
- Evaluation for improvement
- Anticipate the future

Still important

What are the standards for accreditation?

An articulation by the higher education community of what a college or university must do in order to deserve the public trust

Quality assurance



Quality improvement



A framework for institutional development and self-evaluation

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The Context for Standards revision, #1

Public Expectations:

- ✓ Lower Cost
- ✓ More degrees
- ✓ Higher quality

Now also: More students on Pell, please

Lower trust in social institutions

The Current Environment

Ted Mitchell, DOE Undersecretary: “We are concerned that accreditors are not doing enough to protect students.”

Senator Lamar Alexander (R, TN), Chairman of the Senate Committee overseeing higher education: “Lawmakers have a duty to make sure students spend their federal aid at good college. We need to find a way to make accreditation work better.”

Arne Duncan, Secretary of Education: “As it stands, where Congress has asked for little accountability, accreditors have provided little. For the most part, accreditation organizations are the watchdogs that don’t bark.”

Senator Patty Murray (D, WA): The collapse of Corinthian College shows that we all need to do more for students to ensure that quality is verified, students are protected and taxpayer dollars are well spent.”

The Context for Standards revision, #1

Public Expectations:

- ✓ Lower Cost
- ✓ More degrees
- ✓ Higher quality

Now also: More students on Pell, please

College Scorecard
ratings

And did we mention \wedge rankings?

The Context for Standards revision, #1

Public Expectations:

- ✓ Lower Cost
- ✓ More degrees
- ✓ Higher quality

Now also: More students on Pell, please

And did we mention **transparency**?

The Context for Standards revision, #2

Students:

- ✓ Demographics
- ✓ International students
- ✓ On-line market saturated
- ✓ Many moving parts already
- ✓ Competition

Financial aid packaging: merit vs. need

The Context for Standards revision, #2

Money problems: everyone has a version*, e.g.:

- Frozen tuition/lower state support
- Less \$\$ for research
- Falling enrollment
- More government scrutiny
- Proposals to make the first two years of college free
- Mismatches that are hard to fix (CBE vs. SRS)

* or two

The Context for Standards revision, #3

Diversity in the models:

- Disaggregation of the faculty role
- ‘Credits from elsewhere’
- MOOCs and badges
- Competency-based education
- Full-time, residential, parent support = 25%
- The Master’s degree. . . .

What else is in the box?

- Federal regulation
- Re-authorization
- No increase in words
- **What the membership wants***

*Self-regulation

Value from accreditation

Commission starting point, #1

1. Continue to be mission-centric
2. Emphasize outcomes increasingly, much more than inputs, especially student learning
3. Leave plenty of room for innovation (which should be mission-compatible)
4. Increase the expectation for accountability
5. Increase the expectation for transparency

Commission starting point, #1, cont'd

6. Consider having fewer standards – by combining and revising current standards
7. Keep a simple, clear process so that institutions focus on the content and not the process
8. Consider whether to separate compliance from improvement
9. Ensure the standards allow for a differentiated process with institutions
10. Reflect expectations for quality in competency-based education

Participation to date:

- 9 Fall 2014 regional meetings; 85% of institutions represented
- Annual Meeting discussion at business meeting and presidents breakfast
- 5 Discussion Paper focus groups; approximately 100 participants
- 4 Call-in sessions; 134 participants representing 109 institutions
- 26 written comments received in Spring 2015

Questions and
comments before we
move on?



What's new in the draft Standards?

Currently, Standards in 11 Areas

1. Mission and Purposes
2. Planning and Evaluation
3. Organization and Governance
4. The Academic Program
5. Faculty
6. Students
7. Library and Other Information Resources
8. Physical and Technological Resources
9. Financial Resources
10. Public Disclosure
11. Integrity

Format

- Statement of the Standard – a summary in **bold**
- Numbered paragraphs – to explicate the statement of the Standard
- Subheadings – for organization and clarity
- Institutional Effectiveness – a periodic review for improvement

Proposed, Standards in 9 Areas

1. Mission and Purposes
2. Planning and Evaluation
3. Organization and Governance
4. The Academic Program
5. Students
6. Support for Teaching and learning
7. Institutional Resources
8. Educational Effectiveness
9. Integrity, Transparency, and Public Disclosure

Format

- Statement of the Standard – a summary in **bold**
- Numbered paragraphs – to explicate the statement of the Standard
- Subheadings – for organization and clarity

Three major changes

1. **Less emphasis on inputs/resources:**

Combine most of 7, 8, 9 + a focus on staff
= *Institutional Resources*

2. **Add *Educational Effectiveness*:** Combine parts of 2, 4, 6

3. **Combine 10 and 11:** *Integrity, Transparency, and Public Disclosure*: More emphasis on what is owed to the public

Other Key Changes

4. **Faculty:** Models continue to diversify
5. **Library:** Focus mainly now on outcomes
6. **'Assuring Academic Quality':** section in *The Academic Program*
7. **'Institutional Effectiveness':** incorporated into each Standard

Some Other Key Changes

8. Other academic staff explicitly recognized
9. Competency-based education included (e.g., 4.30, 4.33)
10. Credit for prior learning and non-collegiate learning no more than 25% of a degree at any level
11. Multiple student bodies recognized (5.1)

A Few More Changes

12. Student records security (5.17)

13. Human Resources subsection

14. Contractual relationships reviewed (3.17)

‘Savings’ of ~500 words

Time for some table conversation about Standards 1-5

1. What do you like about the draft Standards?
2. What questions do you have about the draft?
3. What concerns do you have about the draft?
4. Are there any ideas important to quality assurance that are missing? Any ideas important to quality improvement that are missing?
5. Looking ahead, what are the key questions and concerns?
6. What should the Commission keep in mind for implementation?

Time for some table conversation about Standards 6-9

1. What do you like about the draft Standards?
2. What questions do you have about the draft?
3. What concerns do you have about the draft?
4. Are there any ideas important to quality assurance that are missing? Any ideas important to quality improvement that are missing?
5. Looking ahead, what are the key questions and concerns?
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Questions and
comments before we
move on?



Update on CIHE Work

1. Working with C-RAC
2. Work in DC with Congress and the Department
3. Call for nominations
4. Expanding the evaluator pool
5. Commission is moving to a “less-paper” process
6. What to do if you need an accreditation letter
7. Please join us at the **Annual Meeting: December 9-11, Boston Marriott Copley Plaza**

Next steps

November 2015	Commission reviews feedback, updates draft
December 2015	Report at the Annual Meeting, discussion
January 2016	Commission retreat to adopt Standards
July 1, 2016	New <i>Standards for Accreditation</i> in effect

Any final questions,
observations, insights?

*Thank you for your
participation!*