

Standards Review

October 2 - November 14, 2014

October 2: University of Massachusetts Boston

October 3: Springfield College, Springfield, MA

October 9: Vermont Technical College, Randolph Center, VT

October 10: College of the Holy Cross, Worcester, MA

October 22: Community College of Rhode Island, Warwick, RI

October 24: Lincoln College of New England, Southington, CT

October 29: Southern New Hampshire University

October 30: Kennebec Valley Community College, Fairfield, ME

November 14: London, England



Commission on Institutions of Higher Education

New England Association of Schools and Colleges

What We'll Do Today

- **Introductions**
- Review the process and timeline for Standards Revision
- Provide some context about the Standards and process
- **Listen to your feedback and ideas** about how you have used the Standards
- Take a look at context, expectations, and hopes for accreditation
- **Listen to your feedback and ideas** about what should be (and may not need to be) included in the revised Standards

Plus lunch!

A participatory process

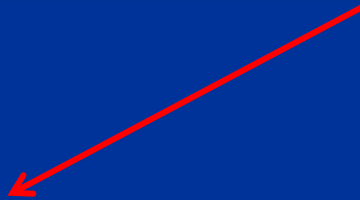
Members

Regional meetings



Commission

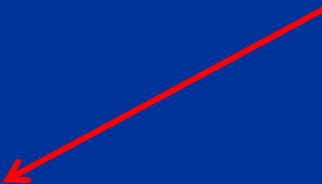
Identify emerging themes and issues



Provide feedback



Draft the Standards



Provide feedback



Adopt the Standards

A possible (probable) timeline

June 2014	Initial discussion at Commission retreat
Fall 2014	Regional meetings and Commission review of regional meeting feedback
December 2014	Report at the Annual Meeting
Spring 2015	Themes or first draft prepared
June 2015	Campus feedback and Commission meeting
Fall 2015	Regional meetings to discuss first draft
November 2015	Commission review of regional meeting feedback
December 2015	Report at the Annual Meeting
January 2016	Commission adopts the Standards
Fall 2016	New Standards implemented

A bit of context

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

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

A framework for institutional development and self-evaluation

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Quality assurance



Quality improvement



A framework for institutional development and self-evaluation

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Currently, Standards in 11 Areas

1. Mission
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

Where have we been?

- Last major revision of the Standards in 2005, adopted in 2006
- Student Achievement and Success forms introduced in 2008
- Data First Forms introduced in 2009
- Mid-course review in 2010-2011, revisions adopted in July 2011
- Interim report format changed to include reflective essay in 2013

How have we changed?

<u>Dimensions</u>	<u>2005</u>	<u>2014</u>
Institutions	224	244
Distance education	35%	58%
Off-campus programs	41%	52%
Free-Standing abroad	4	11
For-profit	2	9
Direct assessment	0	1

Heightened emphases in 2006 Standards

2011 Revisions sharpened the focus.

- 1) Institutional capacity
- 2) Role of the governing board
- 3) Public disclosure
- 4) Educational quality
- 5) Student achievement, assessment, and institutional effectiveness



And let's not forget all those new federal regulations

A few highlights ...

2.7 Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates.

Organization and Governance: The institution has sufficient independence from any sponsoring entity to be held accountable for meeting the *Standards* ...

3.10 A chief academic officer ... directly responsible to the chief executive officer

9.6 Sufficient professionally qualified finance staff, led by a chief financial officer, whose primary responsibility is to the institution

A few more highlights ...

The Academic Program: The institution sets a standard of student achievement appropriate to the degree awarded ...

4.34 Credit awards are consistent with Commission policy ...

4.44 Criteria for the acceptance of transfer credit publicly available

6.6 The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission.

7.9, 7.10 – students acquire increasingly sophisticated skills in information literacy and attain appropriate levels of proficiency

Public Disclosure: the Aunt Miriam Standard

Questions and
comments before we
move on?



Time for some table conversation

1. How have you used the Standards – To prepare a self-study? an interim report? a progress report? a substantive change report? As an evaluator or team chair?
2. Thinking about the 11 Standards, what in the current Standards have you found most helpful? What have you found less than helpful?



The Context for Standards revision, #1

Public Expectations:

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

Now also: More students on Pell, please

The Context for Standards revision, #1

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- ✓ Lower Cost
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- ✓ Higher quality

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Lower trust in social institutions

The Context for Standards revision, #1

Public Expectations:

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

Now also: More students on Pell, please

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
- 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
- Full-time, residential, parent support = 25%
- The Master’s degree. . . .

What the Commission sees as helpful #1:

- Smart, informed, engaged, resourceful board
- Capacity to do well: what you have now + initiatives
- Realistic planning + useful evaluation
- Appropriate relations with any 'parent'
- Looking after the students you have
- Knowing where students end up

What the Commission sees as helpful #2:

Knowing what students gain

- Assessment
- Transfers/higher degree
- Debt
- Graduation, success afterwards

What does success mean for your institution?

What the Commission sees as helpful #3:

2.7 Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and resource allocation and to inform the public about the institution.

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

What else is in the box?

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

*Self-regulation

Value from accreditation

Questions and
comments before we
move on?



Time for some more table conversation

1. Looking ahead, what else needs to be in the Standards?
2. Are there portions that could be taken out or greatly reduced?



Update on CIHE Work

1. *New Policy on Dual Enrollment*
2. *Policy on Related Entities* being revised
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 10-12, Boston Marriott Copley Plaza**

Next steps

- November 2014 Commission reviews regional meeting feedback
- December 2014 Report at the Annual Meeting

Any final questions, observations, insights?

Thank you for your participation!