

# ***WHO CARES ABOUT ACCREDITATION? NATIONAL POLITICS AND THE FUTURE FOR FACULTY***

***FALL ASSESSMENT WORKSHOP***

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***WHO CARES ABOUT ACCREDITATION  
NATIONAL POLITICS  
A FUTURE FOR FACULTY***

***...TAKING US TO A “NEW NORMAL” FOR ACCREDITATION...***

# ***WHO CARES: THE ACADEMY...LONGSTANDING VALUE OF ACCREDITATION***

▶ ***ACCREDITATION IMPORTANT, VALUABLE, ESSENTIAL TO  
QUALITY HIGHER EDUCATION, SOMETHING OF WHICH TO  
BE PROUD***

▶ ***COMMITTED TO:***

▶ ***MISSION***

▶ ***ACADEMIC FREEDOM***

▶ ***INSTITUTIONAL AUTONOMY/INDEPENDENCE***

▶ ***THE INTELLECTUAL INTEGRITY OF THE ACADEMY***

▶ ***THE ACADEMY AND ITS INTELLECTUAL LEADERSHIP***



# ***WHO CARES: HIGHER EDUCATION LANDSCAPE – A EMERGING, DIFFERENT ENTERPRISE***

***...NEW ACTORS: MOOCS, COMPANIES***

***...NEW PARTNERSHIPS: PURDUE/KAPLAN, MINERVA/KECK,***

***...STRAIGHTERLINE/100+***

***...NEW CREDENTIALS: BADGES, CERTIFICATES, NANO-DEGREES***

***...USE OF HIGHER EDUCATION: WORK AND EARNINGS,  
EPISODIC AS WELL AS SUSTAINED***



***...REDEFINING HIGHER EDUCATION...***

# ***WHO CARES: MEDIA...HEADLINES OFTEN NOT GOOD FOR ACCREDITATION***

***“COLLEGE ACCREDITORS NEED HIGHER STANDARDS”***

***“FORGET ACCREDITATION. BRING ON THE COLLEGE AUDIT”***

***“THERE NEEDS TO BE A BETTER WAY TO RATE THE QUALITY OF COLLEGES”***

***“MANY ACCREDITORS HAVE CONFLICTS OF INTEREST”***

***“WHEN WILL WE, AT LAST, DO SOMETHING ABOUT ACCREDITATION?”***

***“IF PRESIDENT-ELECT DONALD TRUMP TRULY WANTS TO ‘DRAIN THE SWAMP,’ HE COULD START WITH ACCREDITATION”***



# ***WHO CARES: STUDENTS....***



- ▶ ***WILL I COMPLETE, GRADUATE?***
- ▶ ***WILL I GET A JOB?***
- ▶ ***CAN I TRANSFER?***
- ▶ ***CAN I GO TO GRADUATE SCHOOL?***
- ▶ ***WHAT HAPPENS TO STUDENTS LIKE ME?***



# ***WHO CARES: ACCREDITING ORGANIZATIONS***

- ▶ ***STAUNCH SUPPORTERS: PEER REVIEW, MISSION, FORMATIVE EVALUATION***
- ▶ ***MOVEMENT TOWARD ACCOUNTABILITY AND TRANSPARENCY***
- ▶ ***RELUCTANCE ABOUT BOTH***
- ▶ ***ACCEPTING OF GOVERNMENT OVERSIGHT: DON'T FIGHT, MOLD IT***

# ***WHO CARES: THE “PUBLIC”...***



- ▶ ***RELIABLE INFORMATION ABOUT PROGRAM PERFORMANCE – WHAT HAPPENS TO STUDENTS***
- ▶ ***RELIABLE EVIDENCE OF ANY PROGRAM WEAKNESS***
- ▶ ***RELIABLE EVIDENCE OF RIGOROUS EXPECTATIONS - WHAT IS THE LEVEL OF PERFORMANCE***
- ▶ ***RELIABLE EVIDENCE OF WHAT ACCREDITED STATUS MEANS***



# ***SO – WHO CARES?***

- ▶ ***THE ACADEMY***
- ▶ ***MEDIA***
- ▶ ***STUDENTS***
- ▶ ***ACCREDITING ORGANIZATIONS***
- ▶ ***THE PUBLIC***



***WHY? LONGSTANDING, CENTRAL, PRIMARY RELIABLE  
AUTHORITY ON ACADEMIC QUALITY; NEED AND DESIRE FOR  
HIGHER EDUCATION IN THE SOCIETY***

# ***WHO ALSO CARES? GOVERNMENT***

- ▶ ***HIGHER EDUCATION ACT***
- ▶ ***FEDERAL RECOGNITION OF ACCREDITORS***
- ▶ ***11 PAGES OF LAW, 28 PAGES OF REGULATION AND 88 PAGES OF GUIDANCE***
- ▶ ***MONEY: \$600 BILLION AND \$200 BILLION AND GATEKEEPING***
- ▶ ***13 MILLION STUDENTS WITH FEDERAL MONEY***
- ▶ ***1.3 TRILLION IN STUDENT DEBT***

***THIS TAKES US TO NATIONAL POLITICS***

# ***NATIONAL POLITICS: WHERE ACCREDITATION IS NOW....***

***STILL PRIMARY RELIABLE AUTHORITY....BUT***

## ***ROLE OF FEDERAL OVERSIGHT***

- ***USDE RUNS ACCREDITATION NOW***
- ***EXCESSIVE REGULATION***
- ***FEDERAL INDICATORS***



## ***CALLS FOR GREATER RIGOR – PROTECTING STUDENTS***

- ▶ ***GATEKEEPING: \$170 BILLION***
- ▶ ***EVIDENCE OF STUDENT LEARNING***
- ▶ ***FULL INFORMATION ABOUT QUALITY – GRADUATION, EMPLOYMENT, EARNINGS***
- ▶ ***SUBSTANDARD INSTITUTIONS***

## ***ACCREDITATION AND PUBLIC DOUBT***

- ▶ ***QUESTIONS - PUBLIC VALUE OF ACCREDITATION***
- ▶ ***LIMITED PUBLIC CONFIDENCE IN ACCREDITATION***



# ***NATIONAL POLITICS: IMPACT OF FEDERAL GOVERNMENT***

## ***ADMINISTRATIONS***



- ▶ ***OBAMA ADMINISTRATION - EXPANSION OF REGULATION; SCORECARDS, DASHBOARDS, DECISION LETTERS, DE FACTO QUALITY INDICATORS, COMMON TERMINOLOGY***
- ▶ ***TRUMP ADMINISTRATION – KEEPING REGULATION, PROMISE OF DEREGULATION, LESS CHALLENGE TO FOR-PROFIT SECTOR***

## ***CONGRESS***

- ▶ ***NEW QA ACTORS - INNOVATION AUTHORIZERS, STATES AS ACCREDITORS***
- ▶ ***EXPAND TITLE IV – NON-INSTITUTIONAL, APPRENTICESHIPS***
- ▶ ***EXPAND DATA: UNIT RECORD, MITCHELL***
- ▶ ***INNOVATION - BYRNE***

***...RE-REGULATE ACCREDITATION - USDE CONTROL OF OUTCOMES, FEDERAL QUALITY INDICATORS, WHAT KIND AND HOW MUCH TRANSPARENCY...***

# ***NATIONAL POLITICS: REFORM IDEAS***

- ▶ ***DIFFERENTIATED REVIEW***
- ▶ ***FEDERAL QUALITY INDICATORS***
- ▶ ***“SKIN IN THE GAME”***
- ▶ ***NEW QA: QAES, INNOVATION AUTHORIZERS, THIRD PARTY***
- ▶ ***“NON-GEOGRAPHIC”***
- ▶ ***CAP: OCTOBER “ALTERNATIVE” AND FINANCING ACCREDITATION***
- ▶ ***HERITAGE: DECOUPLE – GATEKEEPING AND ACCREDITATION (MARCH)***



# ***THIS TAKES US TO YOU AND THE FUTURE OF FACULTY***

# ***WHAT AM I TALKING ABOUT THAT AFFECTS YOU?***

***ALL PART OF THE NATIONAL POLITICS DIALOGUE...***

- ▶ ***CREDIT HOUR DEFINITION***
- ▶ ***TRANSFER OF CREDIT POLICY***
- ▶ ***DE FACTO STUDENT ACHIEVEMENT INDICATORS***
- ▶ ***GOVERNMENT DECIDING QUALITY PERFORMANCE***



***...FEDERAL GOVERNMENT AT CURRICULUM COMMITTEE MEETINGS AND DEPARTMENT MEETINGS...***



# WHAT AFFECTS YOU - NEASC: WHAT INSTITUTIONS DISCLOSE...

*The Standards for Accreditation require that affiliated institutions make critical information readily available to the public in print and on their websites:*

- ▶ *Institutional mission*
- ▶ *Status as public or independent; not-for-profit or for-profit*
- ▶ *Any religious affiliation*
- ▶ *Educational goals*
- ▶ *Academic programs offered*
- ▶ *Faculty, their department or program affiliation and degrees (both full-time and part-time)*
- ▶ *Names and positions of administrative officers*
- ▶ *Names and principal affiliations of Board members*
- ▶ *Programs and services available at other locations*





- *Programs, courses, services, and personnel not available in a given academic year*
- *Degree requirements*
- *Requirements and procedures for admission*
- *Procedures for withdrawing from the institution*
- *Size and characteristics of student body*
- *Description of the campus setting and institutional learning and physical resources available*
- *Transfer credit policies*
- *List of institutions with which there are articulation agreements*
- *Student fees, charges, and refund policies*
- *Rules and regulations for student conduct*
- *Procedures for student appeals and complaints*
- *Academic policies*
- *Retention and graduation rates*
- *Licensure examination passage rates*
- *Mission-appropriate measures of student success*
- *Total cost of education, net price, availability of financial aid, and typical length of study*
- *Expected student debt on graduation*
- *Cohort default rates and loan repayment rates*

# ***AFFECTING YOU: AN EMERGING “NEW NORMAL” ACCREDITATION***



# ***NEW NORMAL – DISRUPTION IN THE ACCREDITATION SPACE***

- ▶ ***LESS IN CHARGE OF OUR OWN OPERATION***
- ▶ ***DEFINITION OF QUALITY NOT OURS AND MAY NOT SUPPORT***
- ▶ ***ACCOUNTABLE NOT TO HIGHER EDUCATION FIRST, BUT THE PUBLIC***
- ▶ ***BASIC FEATURES OF OPERATION CONSIDERED INADEQUATE***
- ▶ ***MORE TOWARD NATIONALIZED, STANDARDIZED, UNIFORM QUALITY REVIEW***



# ***NEW NORMAL IS ABOUT...***

- ▶ ***CHANGING EXPECTATIONS OF ACCREDITATION***
- ▶ ***CHANGING LANDSCAPE OF HIGHER EDUCATION***
- ▶ ***SHIFTING JUDGMENT - WORTH OF ACCREDITATION***
- ▶ ***PERCEIVED LIMITATIONS OF ACCREDITATION PROCESS –  
PEER REVIEW - CONFLICT; SELF REPORT – UNVERIFIED;  
QUALITY IMPROVEMENT – LACKS VIGILANCE***
- ▶ ***POLITICS - ROLE OF REGULATION***
- ▶ ***MONEY - \$200 BILLION***



# ***NEW NORMAL – ALIGNS WITH INTERNATIONAL QA INTERESTS***



- ▶ ***UNESCO - SOCIAL ACCOUNTABILITY TRANSCENDS INSTITUTIONAL AUTONOMY, QUALIFICATIONS FRAMEWORKS, COMPARABILITY, COMPATIBILITY, PORTABILITY***
- ▶ ***REGIONAL QUALITY STANDARDS – EUROPEAN STANDARDS AND GUIDELINES, AFRICA, ASIA***
- ▶ ***ASIA - GOVERNMENT-DIRECTED, MORE FOCUS ON COMPLIANCE***
- ▶ ***ENGLAND – TEACHING EXCELLENCE FRAMEWORK AND RANKINGS***





# ***A LIKELY FUTURE FOR FACULTY***

- ▶ ***LESS EMPHASIS ON MISSION; PREFERENCE FOR UNIFORMITY***
- ▶ ***LESS VALUE OF AUTONOMY AND INDEPENDENT JUDGMENT; MORE CONFIDENCE IN EXTERNAL REGULATION***
- ▶ ***ACADEMIC FREEDOM QUESTIONED IN RELATION TO SOCIAL JUSTICE***
- ▶ ***CHALLENGES TO FREE SPEECH***

## ***WHAT TO DO?***

- ▶ ***MAKE THE CASE FOR THE CORE VALUES – MISSION, AUTONOMY, ACADEMIC FREEDOM***
- ▶ ***LEADERSHIP IN INNOVATION***
- ▶ ***ACADEMIC LEADERSHIP – TEACHING AND LEARNING, RESEARCH AND SCHOLARSHIP***



***...IT'S A DYNAMIC MIX OF ACTORS AND ACCREDITATION PLAYS A CENTRAL ROLE...***

# ***SUMMARY***

- ▶ ***WHO CARES: ALL STAKEHOLDERS***
- ▶ ***NATIONAL POLITICS: PENETRATING THE ACADEMIC SPACE RESERVED FOR ACCREDITATION***
- ▶ ***NEW NORMAL: GOVERNMENT-DIRECTED QUALITY REVIEW VS. ACADEMY-DIRECTED***
- ▶ ***A FUTURE FOR FACULTY: PART OF ACKNOWLEDGING THE NEW NORMAL – AND MAKING THE CASE FOR THE TRADITIONAL VALUES OF ACCREDITATION***



# ***THANK YOU***

**CHEA**

Council for  
Higher Education  
Accreditation

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CHEA International Quality Group

**CIQG**