The New Economy, Higher Education, and Accreditation

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New Economy

- Population
- Demographic changes
- Global competition
- Innovations
- Health
- Sustainability

- Climate change
- Resource stewardship
- Ecological footprint
- Environmentalism
- Anti-intellectual
- Anti-science
## Higher Education

### Internal Pressures
- Student learning
- Equity
- Cost of education
- Demographics
- Enrollments
- Budgets
- Technology
- Infrastructure
- Relevance
- Economic and social mobility

### External Pressures
- Value proposition
- Federal, state, local rules
- Political considerations
- HEA reauthorization
- Relevance
- Demographics
- Technology, Online, MOOCs, MOOSEs
- Competition
- Integrity of education systems
- Changing US economy: gig, digital
- Need for reskilling, upskilling
Purpose of Accreditation

• Educational quality, stability, and sustainability assessed by peer evaluators against standards, eligibility requirements, and policies

• Institutions qualify for Federal Title IV funds and grants and contracts

• Institutional reputation

• Purpose
  - Student achievement, learning, and success
  - Accountability
  - Quality assurance
  - Continuous improvement
Accreditation and Institutional Improvement

• Institutional effectiveness
  - Outcomes
    • Student Success
    • Costs and Indebtedness

• Become a learning organization
• Institutional critical thinking
• Innovation
• Programmatic improvements
• Effective governance
• Improved infrastructure
• Improved processes
• Continuous improvement
NWCCU’s Mission Reflecting Purpose

The Northwest Commission on Colleges and Universities accredits institutions of higher education by applying evidence-informed standards and processes to support continuous improvements and promote student achievement and success.

Foci

• Student achievement, learning, success
• Educational quality
• Institutional effectiveness
• Continuous improvement
• Analytical self-assessment

• Critical peer review
• Accountability and transparency
• Disaggregated data- and evidence-informed
• Equity and closing gaps
• Research and engagement
Standards with Purpose

Proposed New Standards

Institutional Effectiveness (QUALITY)

- Foci
  - Goals
  - Indicators
- Student Success
  - Core competencies
  - Program learning outcomes
  - Retention
  - Completion
  - Graduation

Capacity, Resources, Governance (COMPLIANCE)

- Offsite and Onsite

Core Competencies/General Education

1. Learning how to learn/metacognition
2. Critical thinking
3. Problem solving
4. Information literacy
5. Global perspective
6. Integrative learning
7. Quantitative reasoning
8. Digital competencies
9. Ethical responsibility
10. Collaboration
11. Communication skills

USDE Requirements

1. Student success & achievement
2. Curricula
3. Faculty
4. Facilities, equipment, supplies
5. Fiscal & administrative
6. Student support services
7. Recruiting & admissions
8. Program measures
9. Student complaints
10. Title IV
2020 Standards

STANDARD ONE – Institutional Effectiveness
• Institutional mission
• Institutional effectiveness
• Student learning
• Student achievement

STANDARD TWO – Governance, Resources, and Capacity
• Governance
• Policies and procedures
• Institutional integrity
• Financial resources
• Human resources
• Student support resources
• Library and information resources
• Physical and technology infrastructure
2020 Eligibility Requirements

- Focus and independence
- Operational status
- Authority
- Institutional effectiveness
- Student learning
- Student achievement
- Non-discrimination
- Institutional integrity
- Governance/Leadership
- Student support services
- Infrastructure
7-Year Cycle

Risk-Based Accreditation

Within-Type Core Measures/Outcomes

- Base Goals
  - Institutional
  - Regional Peers
  - National Peers

- Aspirational Goals
  - Institutional
  - Regional Peers
  - National Peers
## Reporting Cycle

### Annual Report
- Disaggregated Data
- Student Achievement
- Financials
- **Annual Submission**
- **Staff Review**

### Mid-Cycle Report
- Report and Onsite Review
  - Assessment
  - Data Collection and Analysis
  - Planning
- **Onsite peer review in Year 3**
- **Staff review of evaluation reports for Commission**
- **Meeting consent agenda**

### Policies, Regulations, and Financial Review (PRFR)
- Report and Offsite Review
  - Financial Performance
  - Policies and Regulations
- **Offsite peer review in Year 6**
- **Findings reported to Institutional Effectiveness Evaluation Team for Year 7**

### Evaluation of Institutional Effectiveness (EIE)
- Report and Onsite Review of Student Success
  - Institutional Mission and Effectiveness
  - Student Learning
  - Student Achievement
- **Onsite peer review in Year 7**
- **Review findings from PRFR**
- **Commission Decision**
Student Achievement Measures

• Focus on **student success and closing equity gaps**
• Indicators **disaggregated** for student achievement
  ▪ Race, ethnicity, gender, Pell eligibility, first generation
• Regional and national peer institutions **comparators**
• Focus on **continuous improvement**
• Use **transparent approaches** to inform strategies, allocation of resources, and to mitigate gaps
What We Hope to Accomplish

- Build relationships with institutions to foster continuous improvement focused on outcomes
- Promote engagement with faculty and other campus entities to become fully and meaningfully involved in accreditation
- Support achievement of institutional aspirational goals versus a punitive or “Gotcha” process
Accreditation

... is a journey, and not a destination