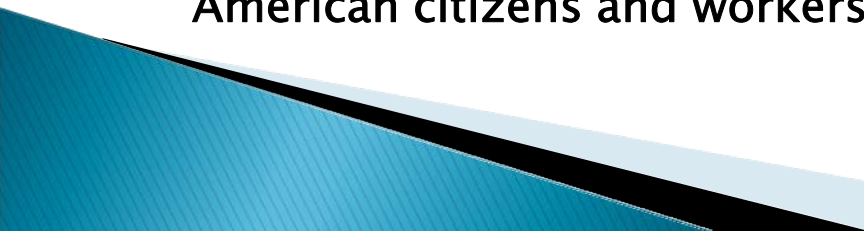


President's Cabinet
August 30, 2011
Accreditation Update

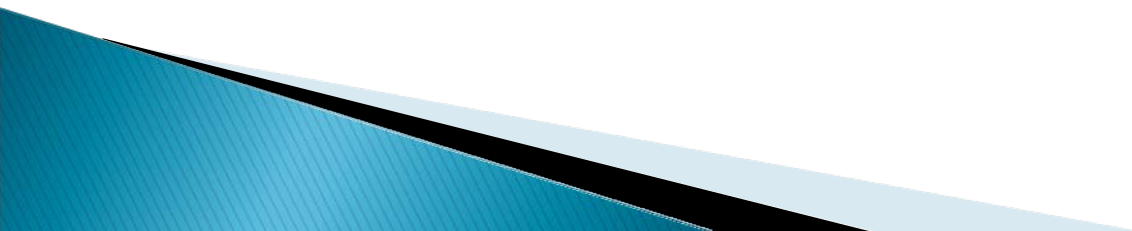


Future of Accreditation/National Policy

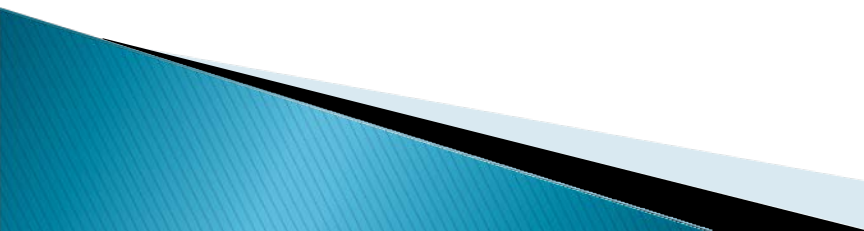
Discussions on Accreditation

- ▶ The U.S. now ranks tenth in the world in terms of the percentage of national population between the ages of 25 and 34 who have college degrees, with Korea, Canada, Japan, New Zealand, Norway, Ireland, Denmark, Belgium, and Australia all ranked higher.
 - ▶ In comparison, the U.S. ranks third in the world in terms of the percentage of the population between the ages of 45 and 54 who have college degrees, with only Korea and Canada ranked higher.
 - ▶ The data indicate that the proportion of persons that attain a college degree is declining with successive (i.e., younger) generations of Americans.
 - ▶ Furthermore, the relatively low college degree attainment levels of Black, Hispanic and Native American subpopulations relative to white and Asian American populations' achievement levels, is also a concern.
 - ▶ The lower achieving subpopulations are becoming the “new majority” American citizens and workers.
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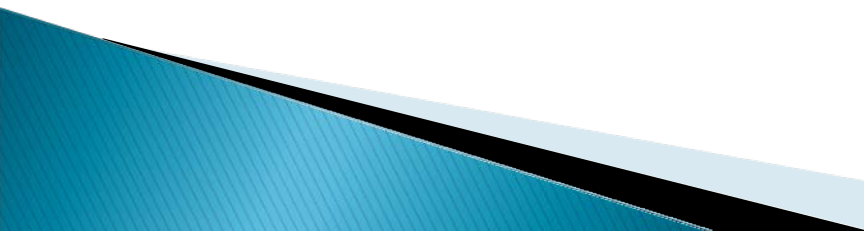
Levels of Graduate Achievement

- ▶ Standards for what baccalaureate or master's level skills and competencies should be are converging across the world, and the definitions of acceptable levels of learning in the U.S. will need to be adjusted upward in the context of new global standards.
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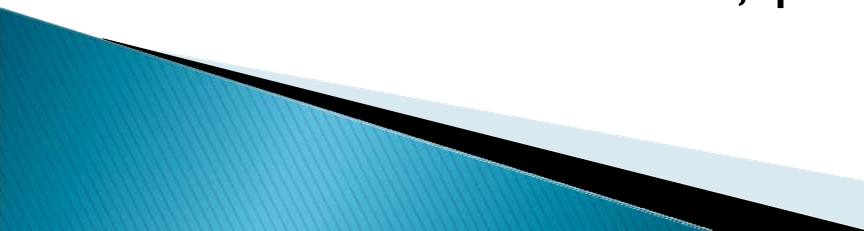
Demands on Accreditation

- ▶ The accrediting community will be asked to move beyond “doing assessment” to examining actual levels of student attainment, and coming to some decisions about whether these levels are “good enough” or need to be improved.
 - ▶ Accreditors and institutions will need to focus on retention and graduation rates, and provide more transparency to the public about quality assurance processes as well as what the higher education community is doing to improve outcomes.
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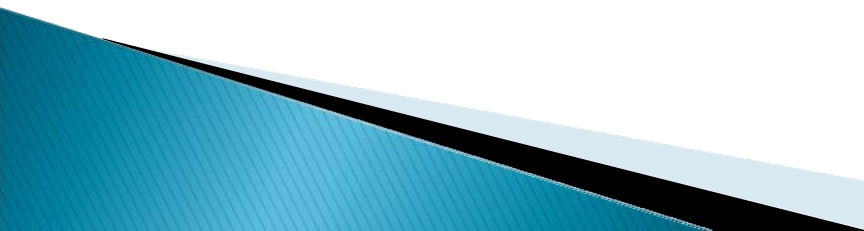
ACCJC Task Forces

- ▶ **SLO/Assessment Task Force**
 - ▶ 1) how the proficiency level of the Rubric is connected to the Accreditation Standards;
 - ▶ 2) if proficiency were achieved, what would it look like when everything is in place; and 3) what evidence
 - ▶ would a college provide and how would comprehensive site visit teams evaluate SLOs/Assessment?
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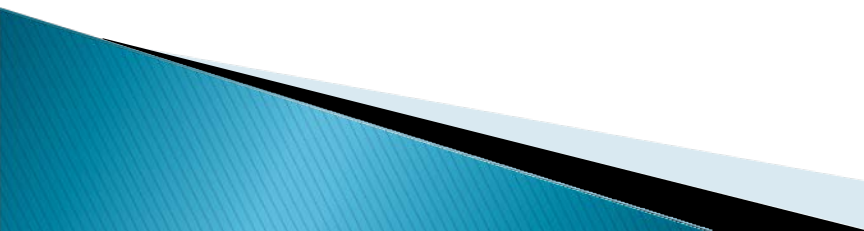
Distance Education Task Force

- ▶ In addition to making suggestions for improvements, the Task Force also recommended potential resources that could be used to enhance the work of external evaluation teams and identified
 - ▶ effective ways that institutions could verify that their distance education programs and services effectively
 - ▶ meet expectations of quality as defined by Accreditation Standards and the United States Department of Education.
 - ▶ The Distance Education Task Force will develop a list of criteria for institutions and evaluation teams to use
 - ▶ in demonstrating/verifying quality of distance education courses, programs, and services.
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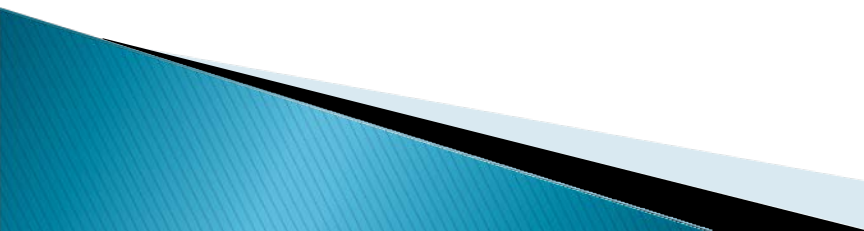
Financial Task Force

- ▶ The Task Force met on February 25 to discuss fiscal obligations associated with Other Post Employment Benefits (OPEB) liabilities, an increasingly important issue for institutional financial planning and stability.
 - ▶ Regulations (GASB 45) require institutions to identify OPEB liabilities and account for this liability in annual audits and financial planning and amortize the obligation by funding it annually.
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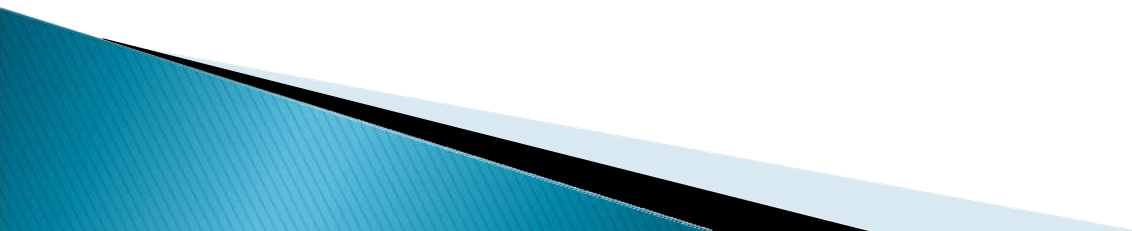
Gainful Employment Act

- ▶ The Department has stated that “a program would be considered to lead to gainful employment if it meets at least one of the following three metrics:
 - ▶ at least 35 percent of former students are repaying their loans (defined as reducing the loan balance by at least \$1);
 - ▶ the estimated annual loan payment of a typical graduate does not exceed 30 percent of his or her discretionary income;
 - ▶ or the estimated annual loan payment of a typical graduate does not exceed 12 percent of his or her total earnings.”
 - ▶ Under this rule, no program will lose eligibility until 2015.
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Challenges for ALO's

- ▶ Working with a campus culture that expects reassigned time or overload to do the work related to accreditation
 - ▶ Having to carry out accreditation activities when some on campus are not fully engaged in the process
 - ▶ Building an infrastructure for accreditation so that past experiences are effectively passed on to new ALOs.
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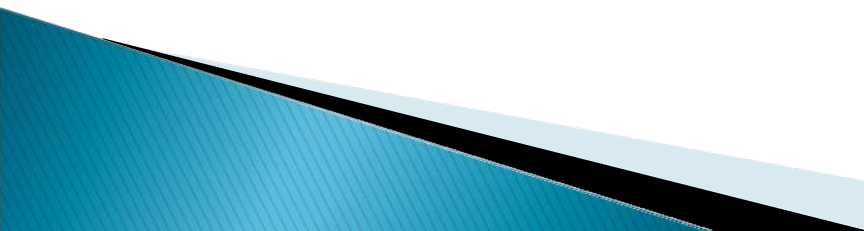
ACCJC Rubric for Evaluating Institutional Effectiveness

- ▶ New Rubric was created to assist colleges as they conduct self evaluation and to assist external review teams as they examine institutional quality during accreditation reviews.
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Characteristics of Institutional Effectiveness in Program Review

- ▶ **Sustainable Continuous Quality Improvement**
 - ▶ Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.
 - ▶ The institution reviews and refines its program review processes to improve institutional effectiveness.
 - ▶ The results of program review are used to continually refine and improve program practices
 - ▶ resulting in appropriate improvements in student achievement and learning.
- 

Characteristics of Institutional Effectiveness in Planning

- ▶ **Sustainable Continuous Quality Improvement**
 - ▶ The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning
 - ▶ There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution
 - ▶ There is ongoing review and adaptation of evaluation and planning processes
 - ▶ There is consistent and continuous commitment to improving student learning
 - ▶ educational effectiveness is a demonstrable priority in all planning structures and processes
- 

Characteristics of Institutional Effectiveness in Student Learning Outcomes

- ▶ **Sustainable Continuous Quality Improvement**
 - ▶ Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement
 - ▶ Dialogue about student learning is ongoing, pervasive and robust
 - ▶ Evaluation of student learning outcomes processes
 - ▶ Evaluation and fine-tuning of organizational structures to support student learning is ongoing
 - ▶ Student learning improvement is a visible priority in all practices and structures across the college
 - ▶ Learning outcomes are specifically linked to program reviews
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ACCJC Web Site

- ▶ Newsletter
- ▶ <http://www.accjc.org/publications-policies>