



Preparing for re-accreditation

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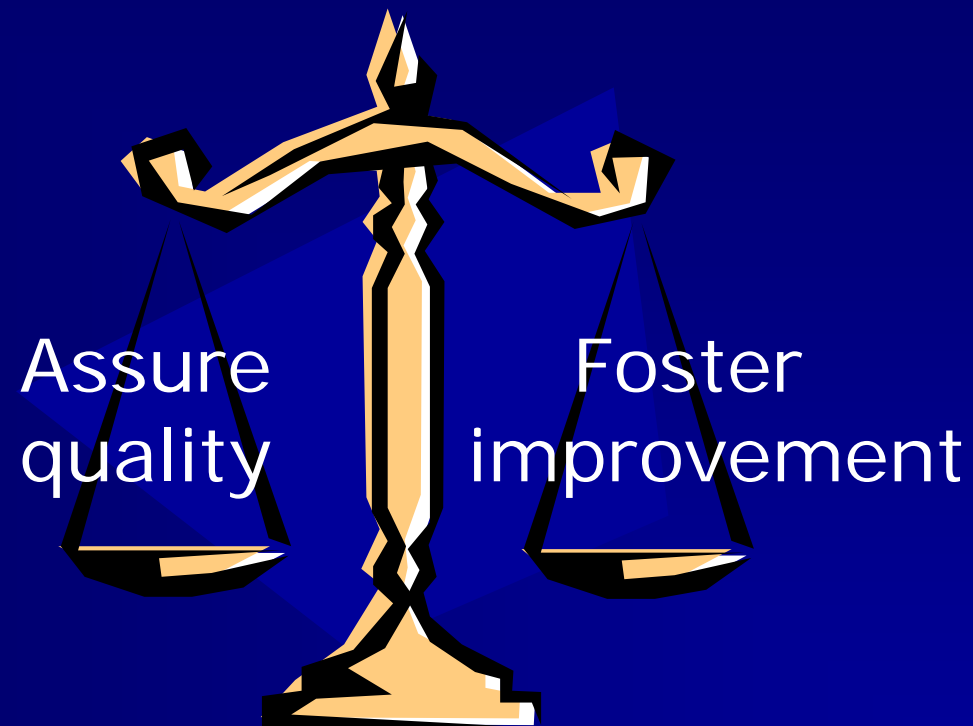
As continue to prepare for your
Fall 2017 visit, let's review:

- the basics of accreditation
- the new *Standards for Accreditation*
- the self-study: process and product
- the team's visit

Accreditation: a definition

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.

Dual purposes of accreditation



Accreditation = Standards + Mission

Standards
of higher
education
community

+

Mission of
the
institution

evidence, evidence, evidence, evidence, evidence, evidence

Accreditation certifies that the institution ...

- Has appropriate purposes
- Has the resources needed to accomplish its purposes
- Demonstrates that it is accomplishing its purposes
- Has the ability continue to accomplish its purposes

Three-part process:

- Self-study
- Site Visit
- Commission action



It all starts with the *Standards for Accreditation* –
which have been revised!

Standards are available on the CIHE website

2016 “New” Standards

1. Mission and Purposes
2. Planning and Evaluation
3. Organization and Governance
4. The Academic Program
5. Students
6. Teaching, Learning, and Scholarship
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 in 2016

1. Less emphasis on inputs/resources:

Standards 7 (Library and Other Information Resources) 8 (Physical and Technological Resources) and 9 (Financial Resources) combined into a single new standard,
Institutional Resources

Three Dimensions of Quality

Input

Process

Outcome

Are there enough books in the library?

Are students using the books?

Are students gaining skills of information literacy?

.....

Are the faculty well qualified?

Is there good instructional practice?

Are students achieving the learning outcomes of the program and institution?

Is the curriculum appropriate?

Do students get practice and feedback?

Three major changes in 2016

2. New Standard: Educational Effectiveness*:

Combines parts of Standards 2 (Planning and Evaluation), 4 (The Academic Program), 6 (Students)

More attention to mission-appropriate measures of student success, including quantitative measures of success (e.g., rates of progression, retention, transfer, graduation; licensure passage rates; employment)

* aka: the "no place to hide" standard

Standard 8

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. 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 improvement, resource allocation and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded. (Standard 8)

Three major changes in 2016

3. Combine Standards 10 (Public Disclosure) and 11 (Integrity) to form a new standard: Integrity, Transparency, and Public Disclosure

More emphasis on what is owed to the public

What is the self-study?

"an intensive endeavor involving individuals throughout the entire institution in a process of self-examination aimed at institutional improvement ..."

"... a clear, concise and accurate picture of the institution as a dynamic entity with a sense of its history, an understanding of its present, and a vision of its future."

In other words,

Self study is as much

a process



as it is
a product

The self study process

- 18-24 months
- Steering Committee, Writing Committees
- Widespread involvement of the campus community (committee service, open meetings, website; use existing structures)

The self-study product

“A holistic and integrated document ... that reflects the totality of one institution.”

- Institutional characteristics
- Introduction (describes self-study process)
- Overview (sets institutional context)
- Narrative (based on the Standards)
- Data Forms (Data First, Student Success)

The self-study narrative

- About 100 pages; a chapter for each Standard
- Analytic framework:
 - Description: what are we doing?
 - Appraisal: how well are we doing?
 - Projection: what commitments do we make?

Keys to a Successful Self-Study

Candid

Analytical

Concise

Distinctive

Clear

Participatory

Useful

Mission-driven

Evidence-based



Site visit

- Sunday afternoon - Wednesday morning
- 8-9 team members, from peer institutions, knowledgeable about the *Standards*
- Meetings galore! Including “open meetings” for faculty, staff, and students
- Team room, including (electronic) access to supporting documents
- Exit report



After the site visit

- Team writes a report
- Institution gets to (1) check draft report for factual accuracy and (2) respond to final report
- Team makes a confidential recommendation to the Commission

Commission Action

- Semester following site visit
- Commission reviews self-study, team report, confidential recommendation, institutional response to team report
- President and Team Chair attend Commission meeting
- Letter to President



Benefits of accreditation

- Systematic process of self-review
- Expertise of team members
- Become a part of a larger educational community
- Improved decision-making
- Assurance of quality to general public and to students
- Easier transfer of academic credit
- Students qualify for federal financial aid; college qualifies for federal and state grant programs

Other sources of information and assistance

CIHE website

<https://cihe.neasc.org/>

CIHE staff

https://cihe.neasc.org/about_us/staff/

Other colleges

Google "NEASC self-study"

Questions ... comments ... observations?

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Thank you!