

Introduction

This presentation covers five areas:

- 1 The History and Function of Accreditation
- 2 Accreditation Standards and Process
- 3 The Changing Landscape of Higher Education in the 21st Century
- 4 The Future of Accreditation



History of Accreditation in the US

- Morrill-Wade Land Grant College Act of 1862
- The Serviceman's Readjustment Act of 1944 ("G.I. Bill")
- The Higher Education Act of 1965
 - Pell Grants and Educational Opportunity Grant (EOG)
 - Guaranteed Student Loan (GSL),
 - Work-study



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Rise of Accreditation Agencies

- Control of Higher Education Institutions
- Six Regional Accreditation Agencies
- Voluntary, External Review for Quality Assurance and Improvement
- Accredited Institutions Qualify for Federal Student Aid
- Cal State East Bay is a Member of the Western Association of Schools and Colleges (WASC) Accreditation Agency



Function of Accreditation Agencies

- Setting Minimum Institutional Standards
- Building Institutional Capacity
- Assuring Quality Assurance of Third Parties
- Providing Consumer Information to the Public



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Regional Accreditation Agency Standards

Federal Government Standards

- Sufficiency of Financial Resources
- Sufficiency and Quality of the Faculty
- Technology Resources and Support
- Currency and Quality of Educational Programs
- Student Support Services
- Decision Making Processes
- Planning for the Future
- •Institutional Data Collection and Analysis, and others.



Regional Accreditation Agency Standards

Western Association of Schools and Colleges

- Colleges and Universities Under Increasing Pressure:
- 1. Accountability for Student Academic Achievement
- 2. More Transparent in Reporting, and
- 3. Contributions to the Public Good.



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Regional Accreditation Agency Standards

Western Association of Schools and Colleges

- New Core Commitments:
- 1.Student Learning and Success
- 2. Quality and Improvement, and
- 3.Institutional Integrity, Sustainability and Accountability.



Regional Accreditation Agency Standards

Western Association of Schools and Colleges

- Standards:
- 1. Defining Institutional Purposes and Ensuring Educational Objectives
- 2. Achieving Educational Objectives Through Core Functions
- 3.Developing and Applying Resources and Organizational Structures to Ensure Sustainability
- 4. Creating an Organization Committed to Learning and Improvement



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Accreditation Process

- Reflective Self-study
- Peer Review
- Accreditation Team
- Report with Commendations and Recommendations
- Review Cycle



Changing Landscape of U.S. Higher Education

- Growth of Online and For-Profit Colleges
- Student Demographic Shift
- Instruction Seven Days a Week, Twenty Four Hours a Day



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Implications for the Future of Accreditation

- How will accreditation agencies place primary emphasis on the outcomes of postsecondary education and identify which metrics or benchmarks are effective to assess learning?
- How will accreditation agencies use retention and graduation rates to assess institutions given the diversity of types of institutions reviewed, their missions, and student characteristics?
- How will accreditation agencies ensure that the process provides public accountability and transparency?



Implications for the Future of Accreditation

- How will accreditation agencies assure the quality and integrity of all institutions, particularly for-profit, highly entrepreneurial institutions?
- How will new innovative, creative and effective learning systems developed by either traditional or non-traditional higher education providers be evaluated?
- Should there be greater direct federal oversight, or at least consideration of alternatives to the present accreditation construct?



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