

Reaccreditation of Arizona State University: An Update

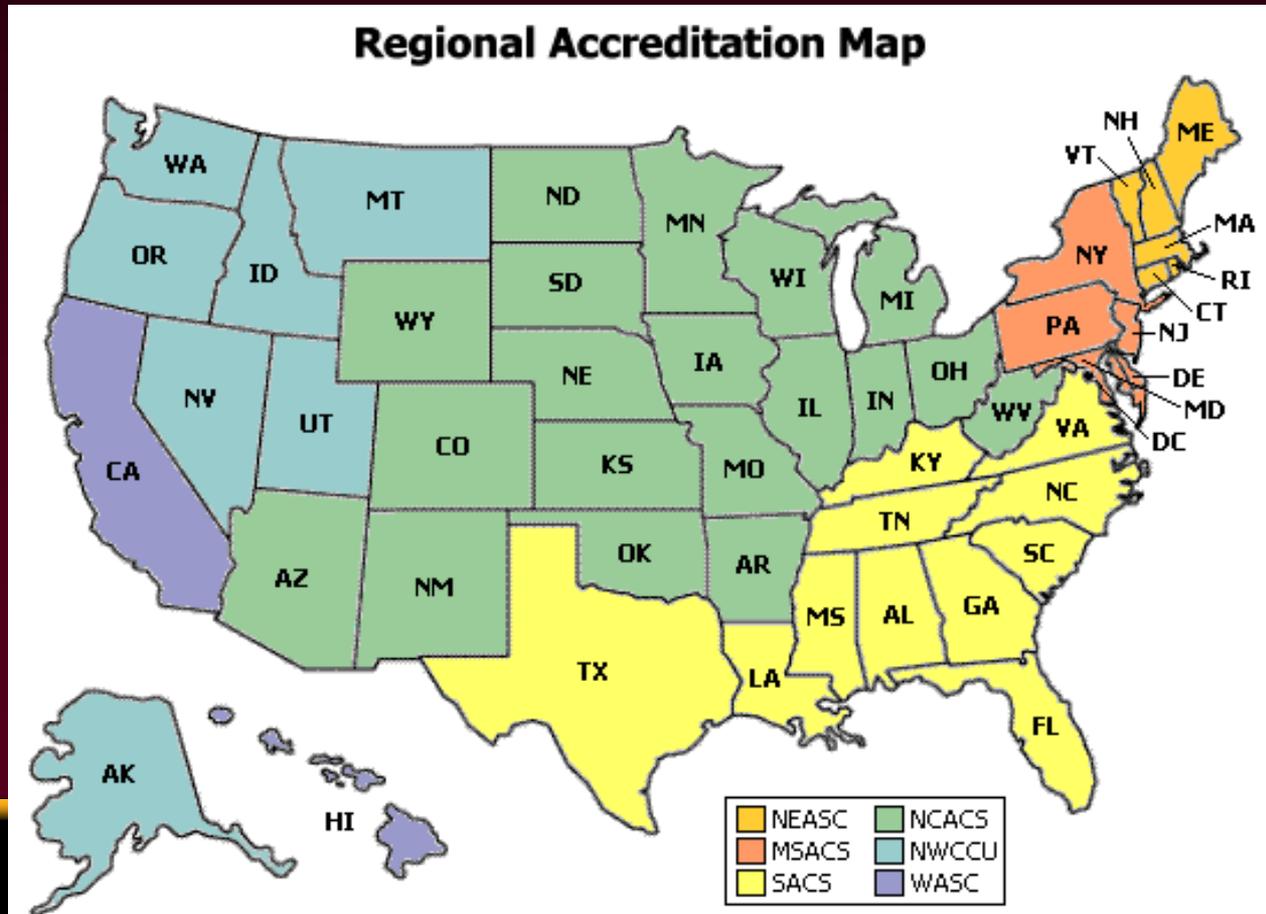
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What it is?

- In the U.S., schools and colleges “**voluntarily**” seek accreditation from non-governmental bodies.
- Most financial aid granting agencies limit support to students to **only** those higher education institutions accredited by an agency recognized by the U. S. Dept. of Education.

Who does it?

- For institutions of higher learning in the United States, there are six regional agencies (“associations”) in the United States that provide accreditation of institutions of higher education: **Middle States, New England, North Central, Northwest, Southern, and Western.**



Who does it?

- ASU is accredited by the **Higher Learning Commission** of the **North Central Association (NCA/HLC)**, with headquarters in Chicago.

Who cares?

- Accreditation provides assurance to **the public** (including prospective students) that an organization:
 - meets clearly stated requirements for institutional quality
 - has shown reasonable grounds, based on educational and fiscal soundness, for believing that it will continue to meet them
- Accreditation also provides an opportunity and incentive for **self-improvement** in the accredited organization

When does it happen?

- Every accredited organization must have its accreditation reaffirmed **not later than ten years after its most recent reaffirmation.**
 - Under unusual circumstances, the process can be delayed for a year
- If deficiencies exist, NCA/HLC may require **focused visits** or **interim reports** between comprehensive visits
- NCA/HLC regularly examines annual reports and other information to see whether changes have occurred (or are anticipated) that would necessitate a change in the timing of the next evaluation.

When does it happen?

- What about ASU?
 - The “**oldest**” **standing accreditation period** for an ASU campus began in **2003**, when “ASU Main” [sic] and “ASU East” [sic] were last re-accredited.
 - The Downtown Phoenix campus and the West campus were subsequently approved under the overall ASU accreditation.
 - With the accreditation processes now merged for all campuses, this determines **the date for ASU’s next re-accreditation: 2013**

What is the **primary goal** for the process for ASU?

- **The primary goal of the process is the re-accreditation of ASU by NCA/HLC with no requirements for subsequent interim reports or visits.**
- **To that end, we must:**
 - Identify and resolve issues in advance of the review that might hinder achieving this goal.
 - Document that ASU meets all **criteria for accreditation** (discussed later).
 - Carry out the process with integrity so that the results of the process are accepted not only by NCA/HLC but also by the ASU community and the public it serves.

How will the process work?

- We engage in a process to deliver a **Self-Study Report** (and other appropriate resources) in accordance with Commission expectations (discussed later)
- The Commission will send an **evaluation team** to conduct a comprehensive **visit** for continued accreditation and to write a report containing the team's recommendations. **(Spring 2013)**
- The documents relating to the comprehensive visit will be reviewed by a Readers Panel at NCA/HLC.
- The NCA/HLC's 26-member Institutional Actions Council will take action on the Readers Panel's recommendation.
- The NCA/HLC's Board of Trustees will validate the work of the IAC, finalizing the action.
- We will be notified of decision during **Fall 2013**.

What are the expectations of NCA/HLC for the Self-Study Report?

- **Nearly all Self-Study reports now follow an identical format:**
 - A background of the history and governance structure of the institution
 - A review of accreditation history for the institution, including how any issues identified in the previous re-accreditation process were addressed.
 - Documentation that the institution meets each of the criteria for accreditation.
 - A formal request that accreditation be reaffirmed.
 - Information for compliance with Federal regulations.

What are the **criteria** for **accreditation**?

- **Criterion One: Mission and Integrity.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
- **Criterion Two: Preparing for the Future.** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
- **Criterion Three: Student Learning and Effective Teaching.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
- **Criterion Four: Acquisition, Discovery, and Application of Knowledge.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
- **Criterion Five: Engagement and Service.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Within each criterion, there are “**Core Components**”

- **Example:**

Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Components:

3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

3b. The organization values and supports effective teaching.

3c. The organization creates effective learning environments.

3d. The organization’s learning resources support student learning and effective teaching.

Within each core component are “**Examples of Evidence**”

- **Core Component - 3a** The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Examples of Evidence:

- The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.
- Assessment of student learning provides evidence at multiple levels: course, program, and institutional.
- Assessment of student learning includes multiple direct and indirect measures of student learning.
- Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.
- The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates).
- and others...

How is the ASU Self-Study effort organized?

- **Director:** Barry Ritchie
- **Steering Committee:** Barry Ritchie, Maria Allison, Fred Corey, Mark Lussier, Eduardo Pagán, Jean Stutz
- **Criterion Teams** (one team for each criterion)
- **Support Teams** (provide additional conduits for information)

What is the timeline?

Fall '09	Improve student learning outcome participation
Spring '10	Appoint Steering Committee
Fall '10	Completion of first institution-wide annual cycle of SLO assessment Selection of site visit dates
Spring '11	Establish Self-Study resource room Form and charge Criterion Teams
Summer-Fall '11	Criterion Teams gather data, write reports
Winter Fall '11	Steering Committee reviews drafts
Early Spring '12	Criterion Teams revise reports
April '12	First draft of Self-Study Report sent to limited group for initial comment HLC visit publicized
Summer '12	Revisions of first draft
Fall '12	Self-Study available for entire ASU community and public; capture comments on Self-Study from constituencies
December '12	Final revision and completion of Self-Study Report
January '13	Self-Study Report provided to NCA/HLC Evaluation Team
March '13	Site visit occurs
Fall '13	NCA/HLC issues reaffirmation of accreditation

Where do **you** fit in?

- Continue to participate (and encourage faculty participation) in the institution-wide effort to develop **student learning outcomes** for programs and courses.
- Please consider being (and/or help identify) candidates for “Criterion Teams”
- When the Self-Study Report is ready, please read and comment.

Questions?

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or e-mail:

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