

# Using Accreditation for Institutional Transformation

*Do You Want to Catch the Wave?*

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## **The ReVisioning Process (1996-2004): Changing the Role and Function of Accreditation**

1. From Regulatory to Capacity Building
2. From Policeman to Partner
3. From Standards to Context Based
4. From Compliance to Inquiry and Engagement
5. From “We Can Evaluate It All” to Development of Our Core Competencies
6. From “We Know How To Do It” to Creation of a Learning Community Where We Can Learn Together
7. From Silos to a “Whole Systems” Approach

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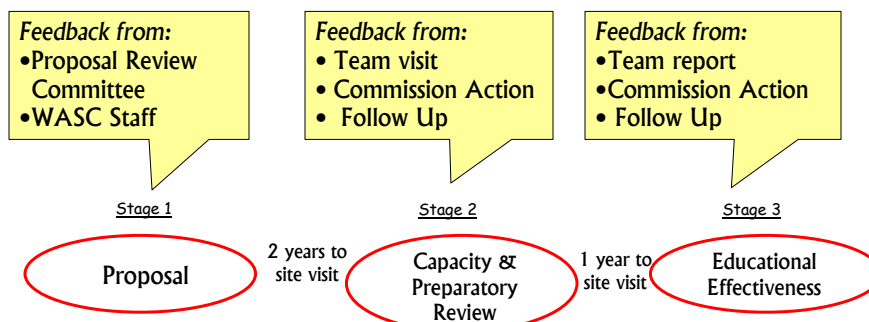
## The New WASC Institutional Review Process: A Learning-Centered Review Model Focused on Student and Organizational Learning

### Primary Characteristics of the Review Process:

- Iterative
- Feedback-based
- Multi-staged and multi-dimensional

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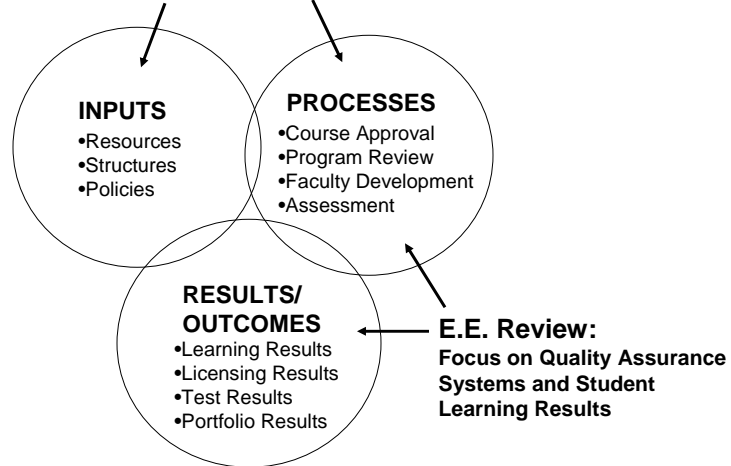
## The New WASC Institutional Review Process: A Learning-Centered Review Model Learning Through Feedback



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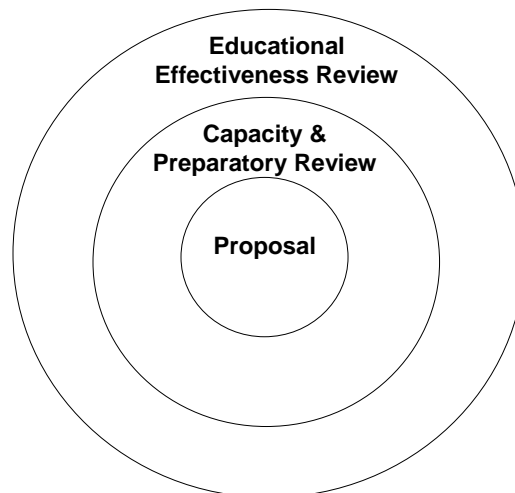
# Expanded Definition of Quality

**Capacity & Preparatory Review:**  
Focus on Institutional Capacity



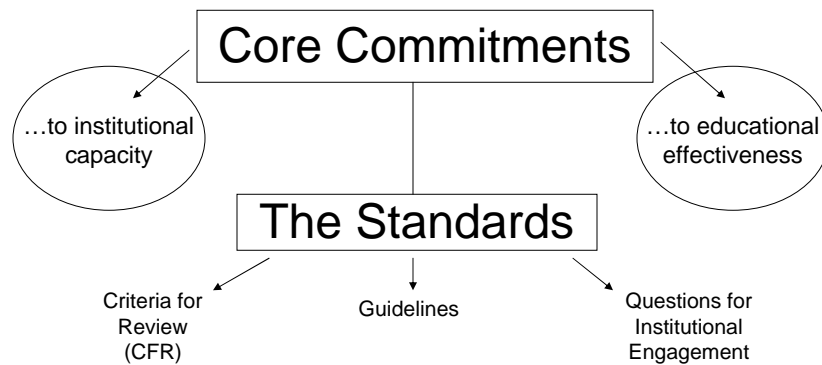
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# The Accreditation Process as a Holistic System



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# Architecture of the Standards



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## Core Commitment to Institutional Capacity

“The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes.” (2001 Handbook, page 5)

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## Core Commitment to Educational Effectiveness

“The institution evidences clear and appropriate educational objectives and design at the institutional and program level. The institution employs processes of review, including the collection and use of data that assure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate.” (2001 Handbook, page 5)

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## The Standards

- Define the scope of review
- Are used holistically
- The statement of the Standard is the basis for judgment
- The institution evaluates itself in relation to the Standards
- The self-evaluation is supported by evidence

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# What is a “Standard”?

1. “flag or other conspicuous object to serve as a rallying point for a military force,” (1138) probably from Frank. \**standhard*, lit. “stand fast or firm.”
2. “authoritative or recognized exemplar of quality or correctness” (1477)
3. “rule, principal or means of judgement” (1562)
4. “definite level of attainment” (1711)

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# Criteria for Review

- Identify key areas for review
- Based on best practices
- Focus on effectiveness
- Used and cited by teams

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## Guidelines

- Normative expectations
- Institution can explain differences
- Addresses federal requirements

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## Questions for Institutional Engagement

- Designed to stimulate inquiry and deep engagement
- Intended to break “linear thinking” about CFRs
- Purposefully framed as questions to lead to research, not conclusions

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## 4 Key Elements to New Process

1. Increased emphasis on **evidence**
2. Shift in thinking from inputs to **effectiveness**
3. Focus on **learning results**
4. Focus on organizational learning embedding **change** and **improvement**

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