

Why accreditation?

James I. Perkins College of Education
Assessment Day
Spring 2012

Questions to Ponder

- How did we get here?
- Where are we going next?
- What would happen...?
- Why does it matter?



1940 Statement of Principles on Academic Freedom and Tenure

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.[2] Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.[3]
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[4]

How did we get here?

- 1945-1970: expansion, opportunity, support, deference, self-regulation through accreditation
- 1970-2008: waste, cost, new demographics, antagonism

Paris, D. C.(2012, February). *State of the (non)union: Pressures on and within higher education and the role of assessment as a (professional) response*. Paper presented at the Texas A&M Assessment Conference, College Station, Texas.

How did we get here?

- Accreditation: primary avenue for quality control
 - Institutional
 - Program
- Postwar transformation: accreditation agency connect to federal aid
- Growing dissatisfaction: questions about higher education

Paris, D. C. (2012, February). *State of the (non)union: Pressures on and within higher education and the role of assessment as a (professional) response*. Paper presented at the Texas A&M Assessment Conference, College Station, Texas.

Accreditation in US

- No federal centralized authority exercising single national control over postsecondary educational institutions
- States assume varying degrees of control over education
- Institutions of higher education are permitted to operate with considerable independence and autonomy
- Accreditation arose in the United States as a means of conducting nongovernmental, peer evaluation of educational institutions and programs

US Department of Education, (2012). *Accreditation in the United States*. Retrieved from <http://www2.ed.gov/admins/finaid/accred/index.html>

Accreditation in US

Private educational associations of regional or national scope have adopted criteria reflecting the qualities of a sound educational program and have developed procedures for evaluating institutions or programs to determine whether or not they are operating at basic levels of quality.

US Department of Education, (2012). *Accreditation in the United States*. Retrieved from <http://www2.ed.gov/admins/finaid/accred/index.html>

Function of Accreditation

1. Verifying that an institution or program meets established standards;
2. Assisting prospective students in identifying acceptable institutions;
3. Assisting institutions in determining the acceptability of transfer credits;
4. Helping to identify institutions and programs for the investment of public and private funds;
5. Protecting an institution against harmful internal and external pressure;
6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
7. Involving the faculty and staff comprehensively in institutional evaluation and planning;
8. Establishing criteria for professional certification and licensure and for upgrading courses offering such preparation; and
9. Providing one of several considerations used as a basis for determining eligibility for Federal assistance

US Department of Education, (2012). *Accreditation in the United States*. Retrieved from <http://www2.ed.gov/admins/finaid/accred/index.html>

How did we get here?

- Spellings Commission Report (2006): Calls for the same accountability in higher education as No Child Left Behind does for elementary and secondary education
- US Department of Education Strategic Plan 2011-2014: Calls for increases in quality, access and completion in higher education



Where are we going?

National Outcome Goals for Postsecondary Education, Career-Technical Education, and Adult Education:

- To increase the number and percentage of 25- to 34-year-olds who attain an associate's degree or higher
- To increase the number and percentage of students who complete a bachelor's degree within six years
- To increase the number and percentage of students who complete an associate's degree or certificate within three years
- To increase the number and percentage of adult education students obtaining a high school credential

US Department of Education (2011). *US Department of Education strategic plan for fiscal years 2011-2014*. Retrieved from <http://www2.ed.gov/about/reports/strat/plan2011-14/draft-strategic-plan.pdf>

Goal 1: Postsecondary Education, Career-Technical Education, and Adult Education.

Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.

Sub-goal 1.1: Access. Close the opportunity gap by improving the affordability of and access to college and workforce training, especially for low-income students, first-generation college students, individuals with disabilities, and other chronically underrepresented populations.

Sub-Goal 1.2: Quality. Foster institutional quality, accountability, and transparency to ensure that postsecondary education credentials represent effective preparation for students to excel in a global society and a changing economy.

Sub-Goal 1.3: Completion. Increase degree and certificate completion and job placement in high-need areas (especially STEM), particularly among underrepresented and economically disadvantaged populations.

Obama Administration Plan for Teacher Education

US Department of Education (2011). Our future, our teachers. Retrieved from <http://www.ed.gov/sites/default/files/our-future-ourteachers.pdf>

A Comprehensive Agenda

1

Institutional Reporting and State Accountability:

Develop regulations to focus data collection conducted under the Higher Education Act on the most important indicators of quality.

2

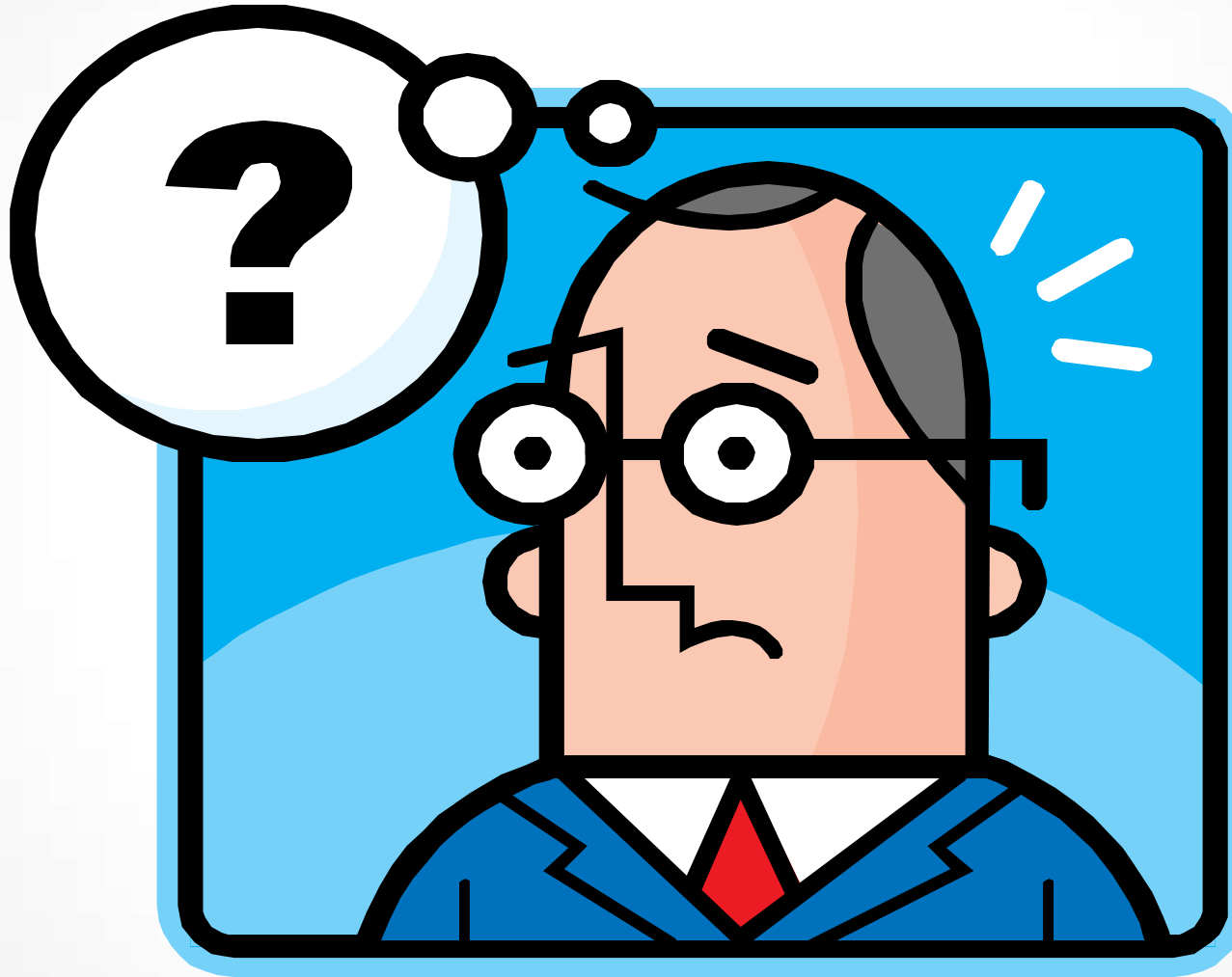
Reform Financing of Students Preparing to

become Teachers: Advance Presidential Teaching Fellows initiative in support of rigorous state-level policy reforms; direct scholarship aid to top performing teacher preparation programs.

3

Target support to institutions that prepare high quality teachers from diverse backgrounds:

Seek funding for the Hawkins Centers for Excellence program at Minority Serving Institutions.



What would happen...

SACS

- Loss of funding
- Loss of financial aid
- Loss of jobs

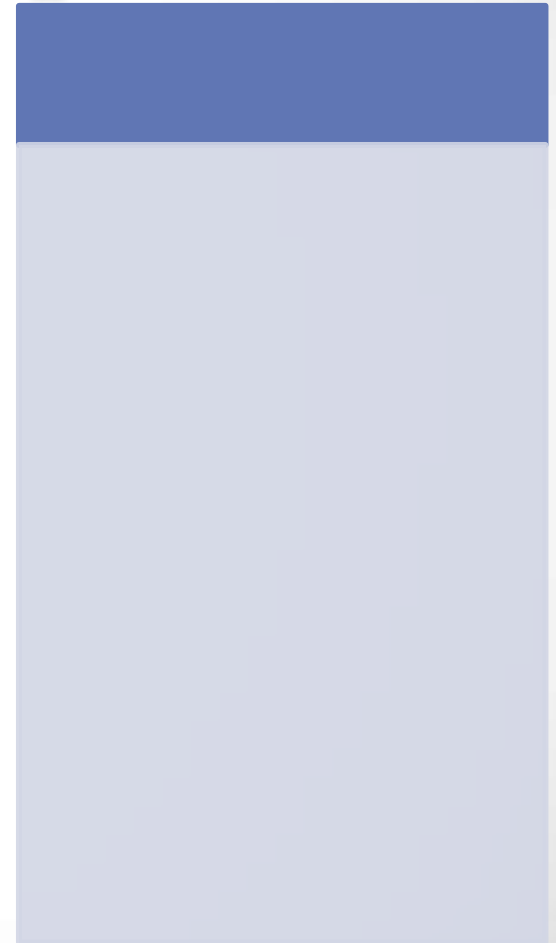
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NCATE

- Loss of protection
 - Faculty
 - Resources
- Possible loss of financial aid
- Limited program evaluation



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Program/State

- Loss of ability to recommend for licensure & certification
- Limited programs
- Loss of students
- Limited evaluation

Why does it matter?

- Responsibility to student to have quality programs
- Professional responsibility to evaluate programs and work
- Preparedness in response to higher accountability in higher education
- Accountability does not infringe on academic freedom

SACS

NCATE

EC-6
4-8
Reading Specialist

Principal
Superintendent

Special Education
Deaf Hard of Hearing
Visually Impaired
Education Diagnostician
School Psychology

Health
English
Social Studies
History
Modern Languages
Math

ACCREDITATIONS

NAEYC

AAFCS
CIDA
ADA

CACREP
ASHA
CORE
AER

CAATE

PARTNERS

AACSB

NASAD

NASM

NAST

REPORTS

LBB

PEDS

TITLE II

US News
and World
Report

