

# Quality Assurance and Credentialing in a Global Environment

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# Tertiary Institutions in US (2010)

Public 4-year institutions	689
Private 4-year institutions, nonprofit	1,576
Private 4-year institutions, for-profit	570
Public 2-year institutions	1,008
Private 2-year institutions, nonprofit	91
Private 2-year institutions, for-profit	<u>637</u>
<b>Total</b>	<b>4,571</b>

# Where Students Go

Public 4-year institutions	7,709,240	(37%)
Private 4-year institutions (NP)	3,730,666	(18%)
Private 4-year institutions (FP)	1,466,837	(7%)
Public 2-year institutions	7,160,665	(34%)
Private 2-year institutions (NP)	46,579	(.2%)
Private 2-year institutions (FP)	<u>467,500</u>	(2%)
<b>Total</b>	<b>20,581,487</b>	

# Demographics

Women	57.3%
Full-time	61.7%
Minority	31.5%
Foreign	3.4%

# Many Different Missions:

How does it make a difference?

- Research
- Liberal arts
- Comprehensive
- Community colleges
- Faith-based
- Specialized/single purpose
- Online
- For profit

# Challenges To Higher Education and Accreditation

- Unsustainable rising costs
- Low completion rates
- High student debt/default rates
- Questionable quality outcomes and preparation for the 21<sup>st</sup> century workplace
- Questions about online learning quality and integrity
- Role of for profit institutions and market capital

# Disruptions to Accreditation

- Deinstitutionalization of Learning (17% in trad. programs)
- “Course-ification” of Learning
- Competency-based programs w/o credit hours
- Open source credentialing/Universal access to content
- Adaptive learning software
- Unbundled faculty (37% f-t tenure track)
- New institutions

# Open Source Credentialing/Universal Access

Will degrees remain as the primary credential certifying learning? If so, will learning outcomes need to be more transparent?

- Challenges to the degree as worthwhile: Peter Thiel challenge, unCollege
- Open Source Credentialing: Mozilla badges
- Alternatives to degrees: Degreed.com; Accreditable.com



# Adaptive Learning Software

- As we move from Learning Management Systems (LMS) to adaptive learning systems, what should be evaluated? Are we prepared?
- Major new providers – e.g., Knewton and Pearson
- Institutionally developed learning management and assessment systems

# How Do New/Innovative Institutions Get Accredited?

- Time to accreditation: 5-7 years
- Acquire another institution
- Operate for free (University of the People, World Education University, Minerva)
- “Affiliate” with another institution to incubate independence

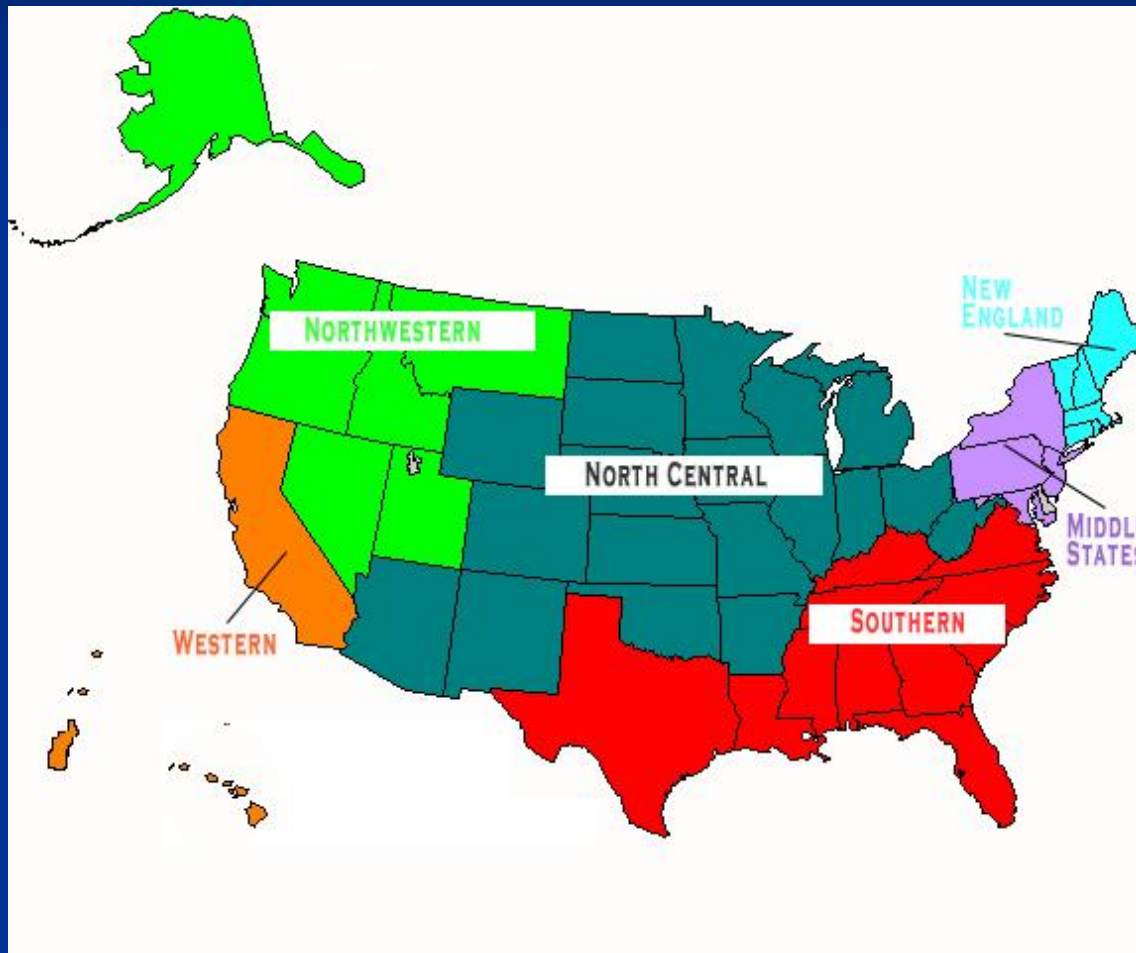
# Can/Will Accreditation Respond?

- If it doesn't, who will provide external quality assurance
- Structural issues of accreditation
- Federal regulation is limiting
- Change takes time and institutional consent
- Is there need for disruption of the accrediting process or new accreditors?

# Types of Accreditation

- Institutional
  - Regional (6 regions; 7 commissions) (4314 institutions)
  - National (7 agencies) (3400 institutions)
  - Religious (4 agencies) (415 institutions)
- Specialized/Professional
  - > 60 and growing (20,000 programs)

# Accreditation Regions



# International Accreditation

- By US accreditors
- EU Registry
- Regional compacts
- INQAAHE
- Contracts at K -12 level

“If you think you know the answers, you just aren’t asking the right questions.”