



ASSESSMENT AND REVIEW OF GRADUATE PROGRAMS – DOCTORAL: REGIONAL ACCREDITATION

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OVERVIEW

1. Institutional Accreditation
2. Accreditation Review Process
3. Accreditation and Outcomes Assessment
4. Excellence through Accreditation and Assessment



1. INSTITUTIONAL ACCREDITATION

REGIONAL ACCREDITING AGENCIES

- **New England** Association of Schools and Colleges Commission on Institutions of Higher Education (**NEASC-CIHE**)
- **North Central** Association of Colleges and Schools - The Higher Learning Commission (**NCA-HLC**)
- **Northwest** Commission on Colleges and Universities (**NWCCU**)
- **Southern** Association of Colleges and Schools (**SACS**) Commission on Colleges
- **Western** Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities (**WASC-ACSCU**)
- **Middle States** Commission on Higher Education (**MSCHE**)
Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the Virgin Islands

- Bureaucrats policing regulations?
- Colleagues conducting peer review.



ACCREDITATION REVIEWS

- Decennial Review
- Periodic Reviews or Interim Reports
- Institutional Self-Evaluations or Annual Reports
- Substantive Change Reports (when applicable)



BASIC PRINCIPLES



Mission

- Ensure institutions meet acceptable levels of quality
- Improve effectiveness of institutions

Process

- Accreditation via peer evaluation
- Use of standards of excellence as review method

Values

- Promote self-evaluation and institutional improvement
- Advance learning and teaching
- Achieve diverse, dynamic, global higher education community



STANDARDS OF EXCELLENCE

Resources

- Institutional Mission
- Governance and Administration
- Financial Resources
- Physical Resources
- Faculty and Personnel Resources
- Institutional Effectiveness Assessment

Learning

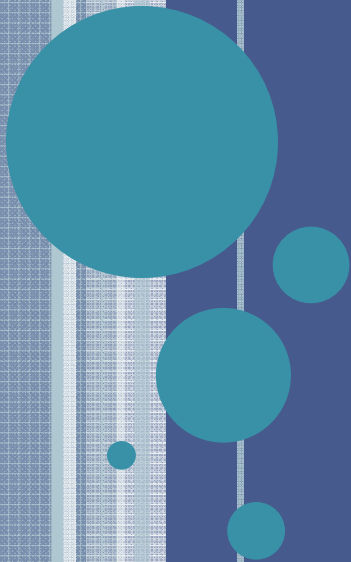
- Student Affairs and Services
- Learning and Teaching Resources
- Undergraduate Programs
- Graduate and Professional Programs
- Extended Studies and Other Programs
- Student Learning Outcomes Assessment



ACCREDITATION PARTNERS



2. ACCREDITATION REVIEW PROCESS



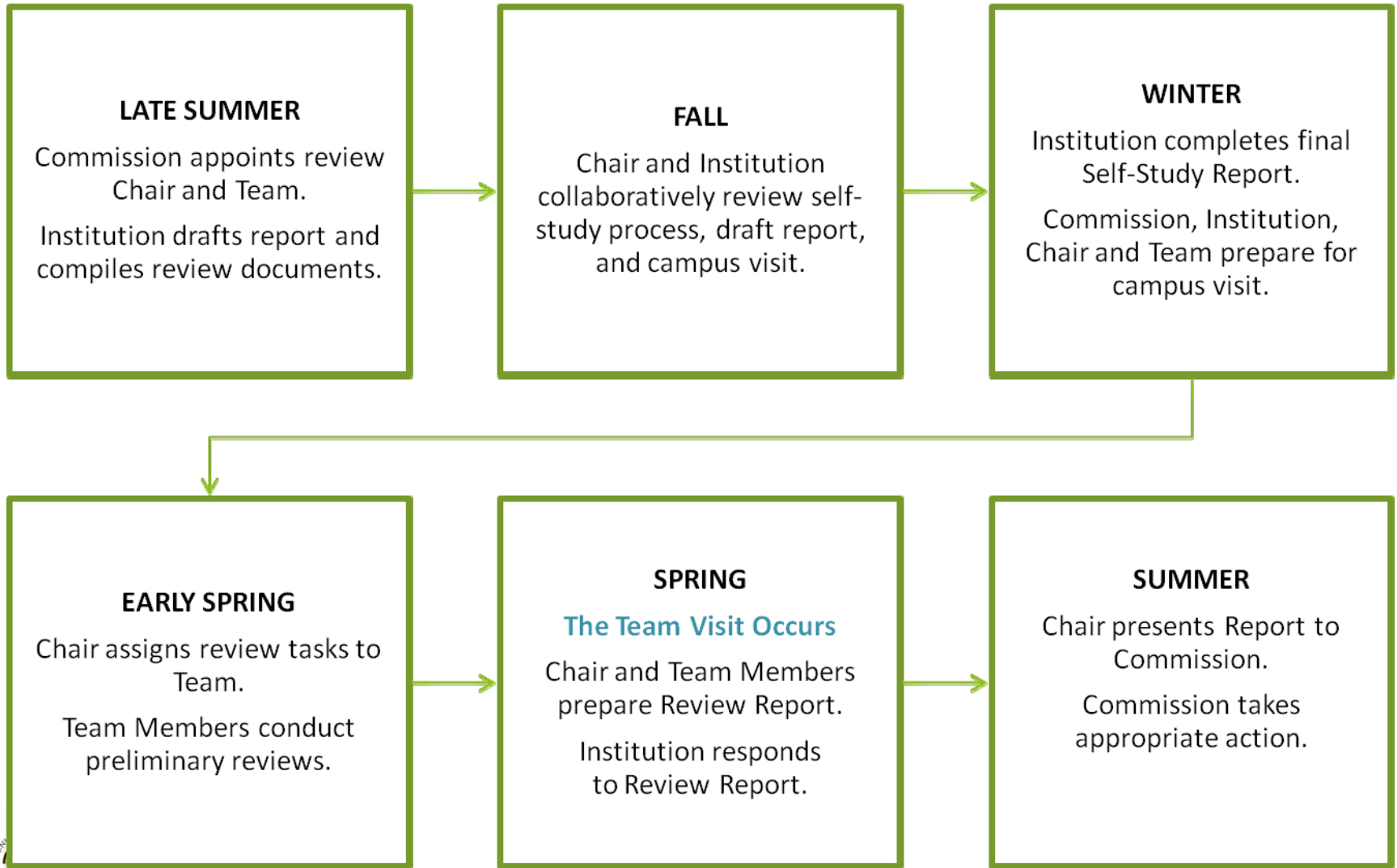
BASIC ELEMENTS

An accreditation review covers all aspects of institutional operation, including [graduate education](#).

A [Decennial Review](#) comprises several steps:

1. Self-Study
2. Self-Study Report
3. Review Team Campus Visit
4. Review Team Report
5. Institutional Response
6. Commission Action

SAMPLE TIMELINE



ESTABLISHING RELATIONSHIPS

Establishing professional and collegial relationships is critical to success.

Graduate Dean

- Collects and analyzes outcomes and other data
- Reports on graduate programs
- Participates in self-study process and report preparation

Institution

- Conducts self-study and prepares report
- Hosts Team visit
- Submits follow-up reports
- Implements agency recommendations

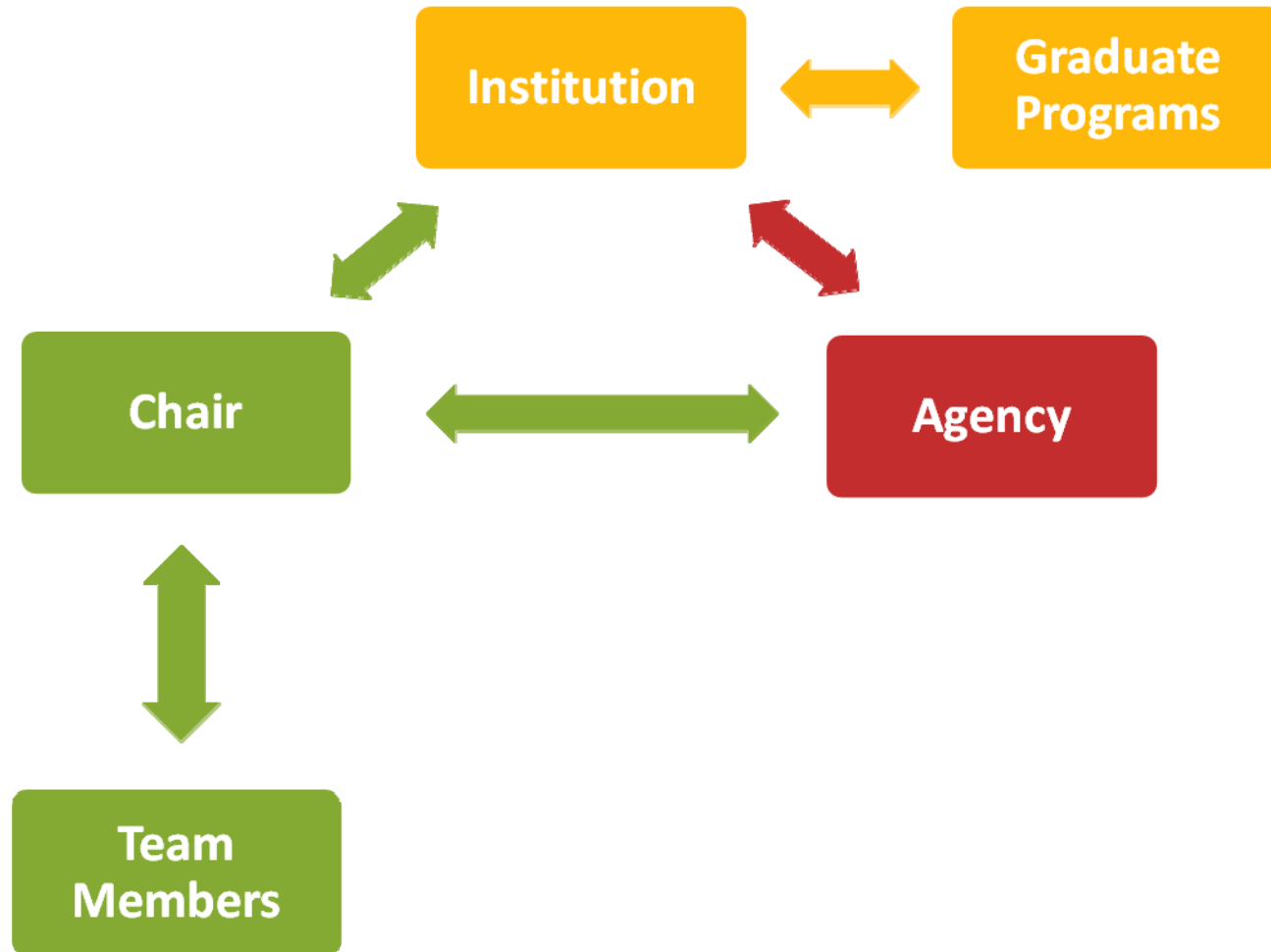
Review Team

- Reviews self-study and report
- Conducts Team visit
- Prepares report and recommendations
- Reports to agency

Agency

- Establishes guidelines and standards for accreditation
- Monitors accreditation cycle
- Represents regional higher education

FLOW OF COMMUNICATION





3. ACCREDITATION AND OUTCOMES ASSESSMENT

OUTCOMES ASSESSMENT

Sustained and
Organized
Processes to Assess:

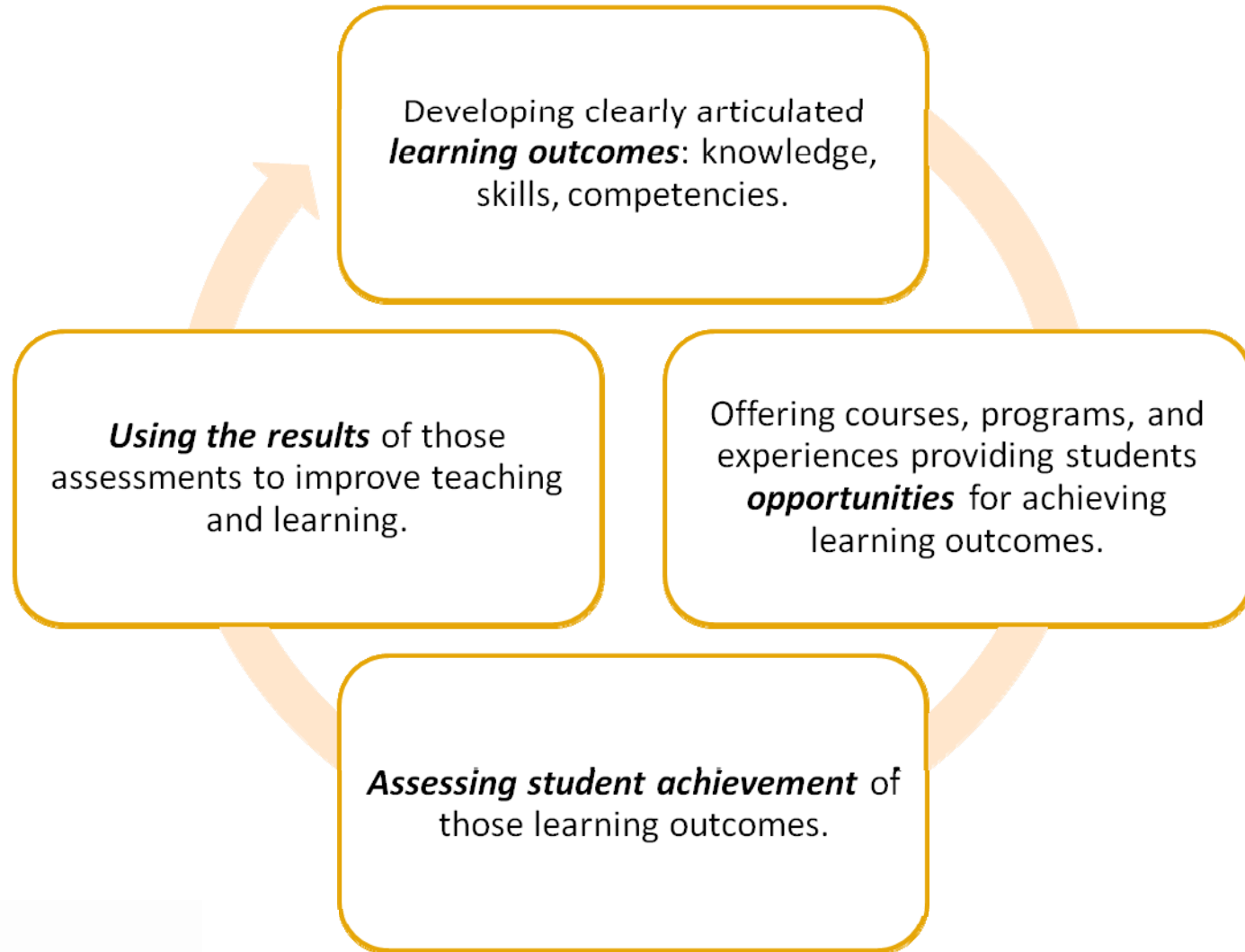
- Institutional Effectiveness
- Student Learning

Results Used To:

- Inform Planning and Resource Allocation
- Improve Programs and Services



LEARNING OUTCOMES ASSESSMENT



DOCTORAL ASSESSMENT

- Undergraduate, masters, and doctoral degrees and programs **differ significantly**.
- Doctoral programs also differ significantly **by discipline**.
- Doctoral training focuses more on **research/scholarly benchmarks** than on courses.
- Programs in **best position** to develop objectives, benchmarks, rubrics, and measures
- Use of both **“direct”** and **“indirect” measures** critical in doctoral education.
- *Assessment at doctoral level based on **creating** new methods and knowledge, not just **learning** existing methods and knowledge.*



ASSESSMENT MEASURES

DIRECT



Occasions and Objectives

- Courses and seminars
- Qualifying exams
- Research proposals
- Dissertations and defenses
- Mastery of knowledge
- Ability to think critically and creatively
- Ability to express ideas clearly
- ***Advancing knowledge***
- ***Advancing disciplinary thinking***
- ***Advancing expressive possibilities***

INDIRECT



Achievements

- Time to degree
- Number of presentations
- Number of publications
- Number of fellowships/awards
- Placements and positions
- Early professional successes



CONDITIONS FOR SUCCESS

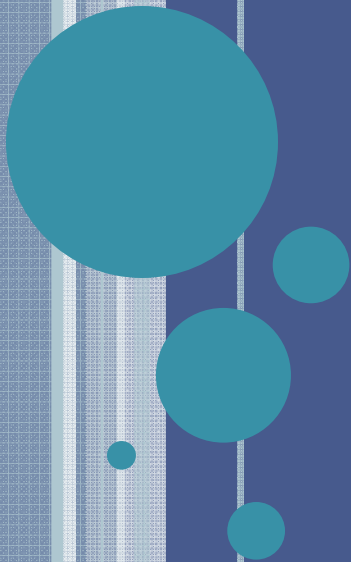
- Buy-in from **doctoral programs** and, especially, *senior faculty*.
- Assessments from **all programs**, factoring in newness, size, etc.
- Clear understanding and employment of **feedback loop**.
- Revaluation of “**direct**” and “**indirect**” measures.
- Focal shift from **learning** to **creating** knowledge.



REASONS FOR DOCTORAL ASSESSMENT



4. EXCELLENCE THROUGH ACCREDITATION AND ASSESSMENT



ACCREDITATION

The most important function of regional accreditation is to assist member institutions in establishing the integrity of the degrees they offer.

An institution that takes its instructional mission seriously and that values student learning:



is clear and public about desired learning outcomes;



uses learning goals and outcomes to improve instruction;



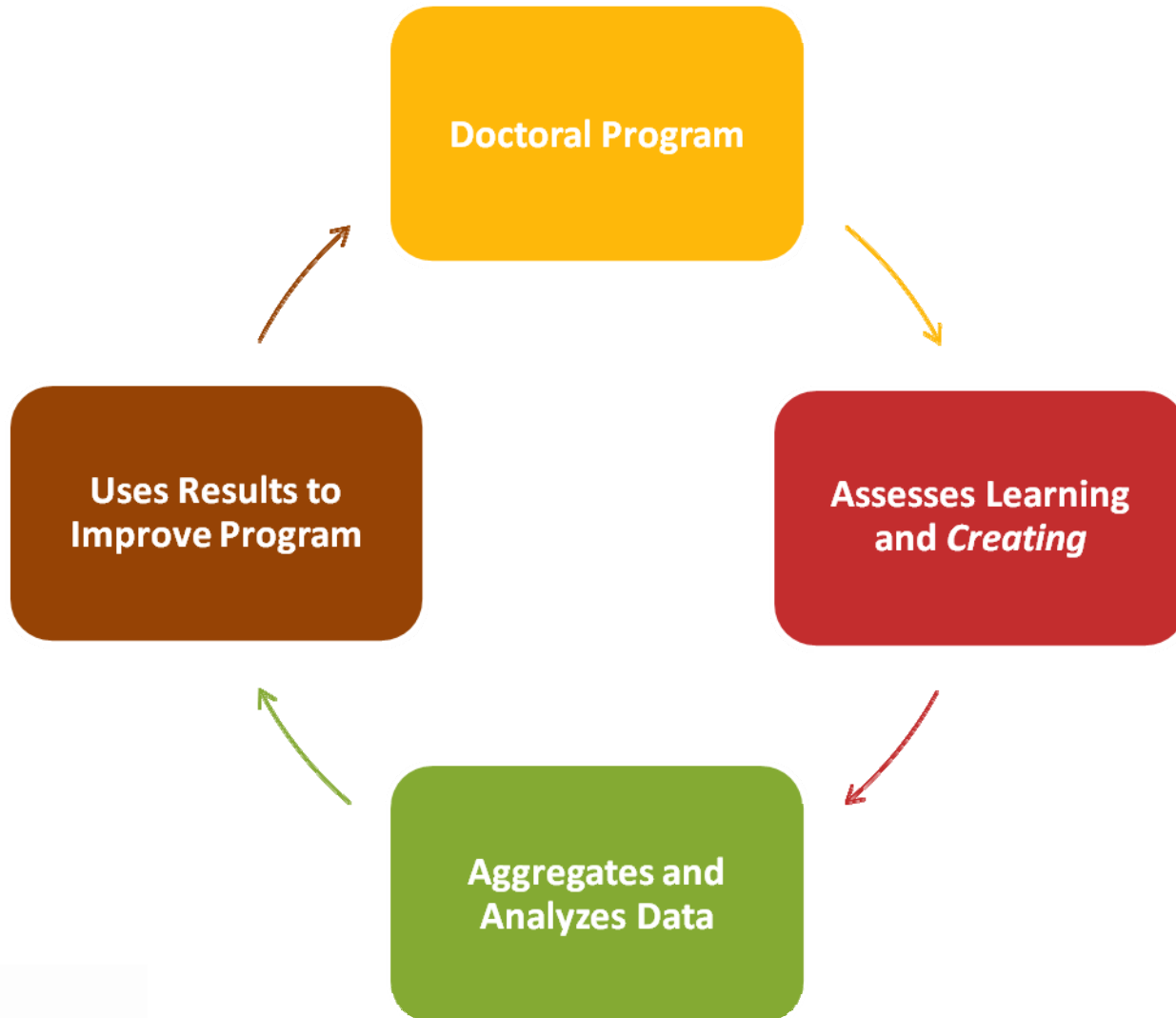
provides an environment supportive of learning;



promotes critical reflection on teaching and learning.



ASSESSMENT



BENEFITS

