Quality Assurance and Credentialing in a Global Environment

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<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 4-year institutions</td>
<td>689</td>
</tr>
<tr>
<td>Private 4-year institutions, nonprofit</td>
<td>1,576</td>
</tr>
<tr>
<td>Private 4-year institutions, for-profit</td>
<td>570</td>
</tr>
<tr>
<td>Public 2-year institutions</td>
<td>1,008</td>
</tr>
<tr>
<td>Private 2-year institutions, nonprofit</td>
<td>91</td>
</tr>
<tr>
<td>Private 2-year institutions, for-profit</td>
<td>637</td>
</tr>
<tr>
<td>Total</td>
<td>4,571</td>
</tr>
</tbody>
</table>
## Where Students Go

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Quantity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 4-year</td>
<td>7,709,240</td>
<td>37%</td>
</tr>
<tr>
<td>Private 4-year (NP)</td>
<td>3,730,666</td>
<td>18%</td>
</tr>
<tr>
<td>Private 4-year (FP)</td>
<td>1,466,837</td>
<td>7%</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>7,160,665</td>
<td>34%</td>
</tr>
<tr>
<td>Private 2-year (NP)</td>
<td>46,579</td>
<td>.2%</td>
</tr>
<tr>
<td>Private 2-year (FP)</td>
<td>467,500</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,581,487</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>57.3%</td>
</tr>
<tr>
<td>Full-time</td>
<td>61.7%</td>
</tr>
<tr>
<td>Minority</td>
<td>31.5%</td>
</tr>
<tr>
<td>Foreign</td>
<td>3.4%</td>
</tr>
</tbody>
</table>
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 21st 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.”