

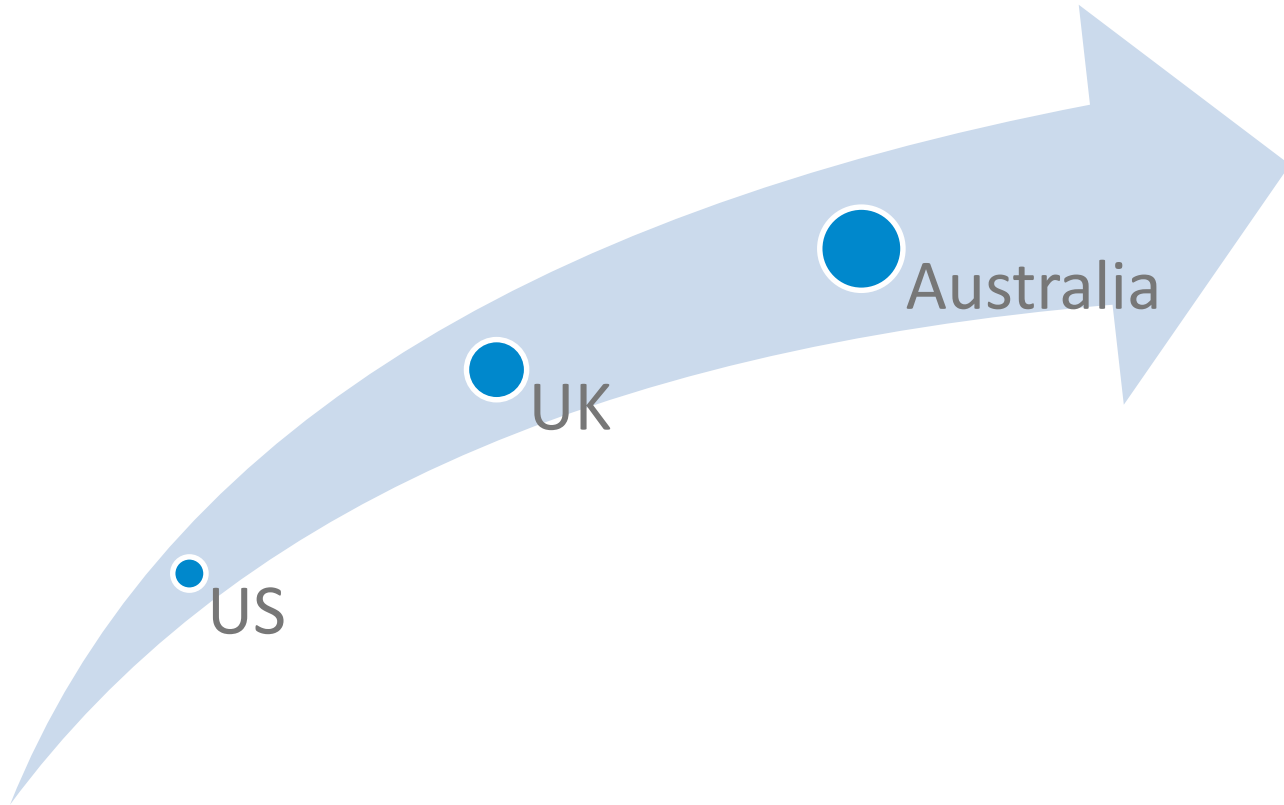
Outcomes-Focused, Differentiated Accreditation

The Current U.S. Context and A Possible
Framework for Policy and Practice Reform

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EducationCounsel
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So where is the US now?



Basic US quality assurance structure

In theory, relationships look like this. In reality, they are more complex and overlapping.

Federal government

- Sets standards for accreditor recognition
- Requires institutions to be accredited

Accrediting Agencies

- Create standards to align with federal requirements and membership interests

Institutions

- Submit self-study reports and participate in peer review with accreditor

Balancing several US interests

Focus on student outcomes

Reduce regulatory burdens



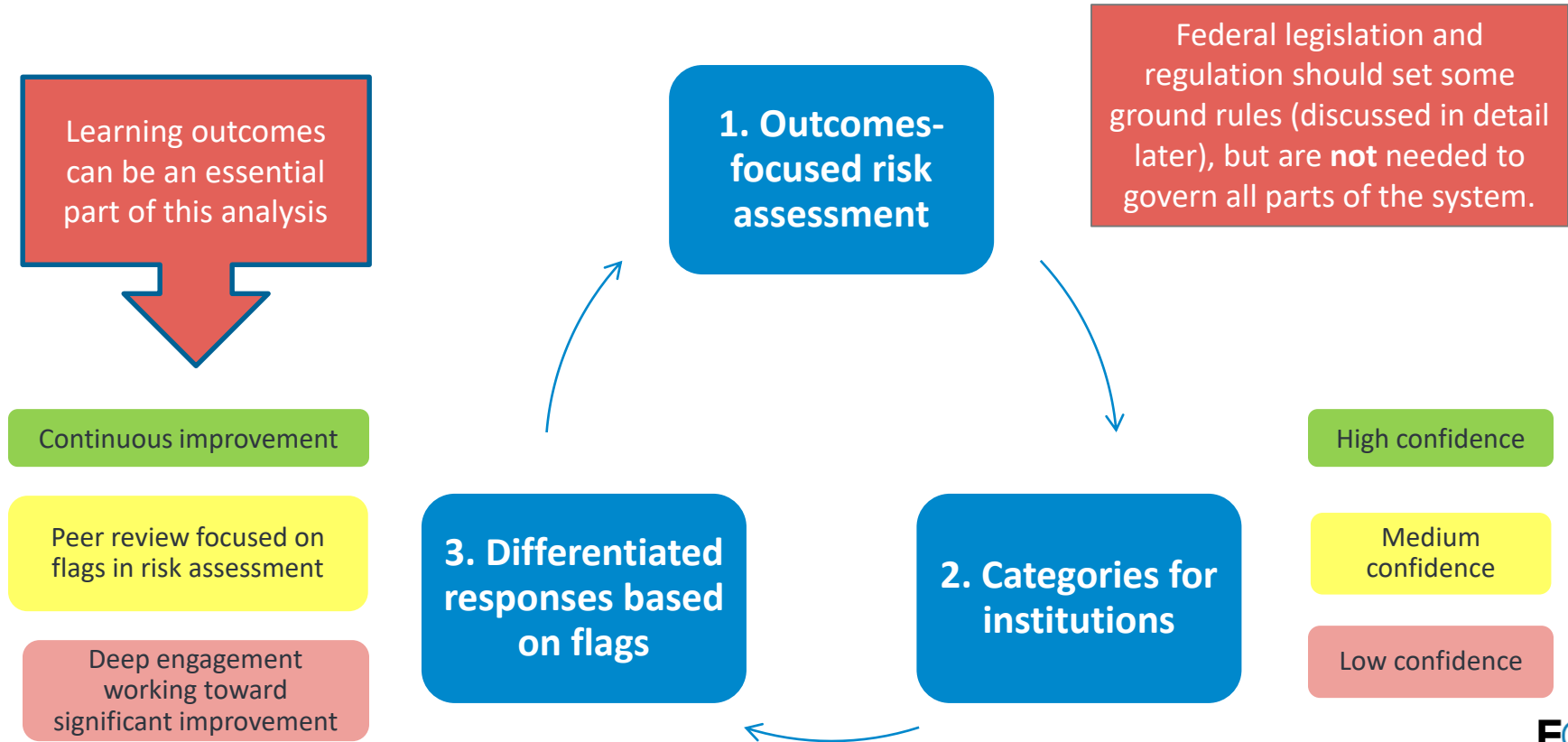
Add transparency and uniformity to processes

Differentiate accreditor engagement with institutions

Align government processes

Vision for Outcomes-Focused, Differentiated Accreditation

What would the process look like?



Possible Measures for Outcomes-Focused Risk Assessment

* If available

Student outcomes

Absolute values and changes over time

- Graduation rates
- Retention rate
- Student loan repayment rate
- Cohort default rate
- Gainful employment*

Regulatory history and standing

- Accreditation history
- Federal compliance
- State compliance*
- Investigations and lawsuits*
- Student complaints*

Other possible risk factors

- Enrollment changes.
- Ownership changes
- Leadership or governance issues

Pathways for Implementation

There are pros, cons, and uncertainties for each - and all overlap to some degree.

**Significant Congressional
action on the Higher
Education Act**

**Some regulatory
change with no
Congressional action**

**No significant federal
change, but accreditors
implement frameworks
of their own**



**Jerry Falwell Jr. Says He Will Lead
Federal Task Force on Higher-Ed Policy**

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