Preparing for your upcoming CEAB accreditation visit

GACIP Summit 2019

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Learning objectives

By participating in this session you will be able to:

- Describe the CEAB accreditation processes and criteria at a high-level.

- Summarize the CEAB's approach to evaluating compliance with the GA/CI accreditation criteria.

- Discuss approaches to documenting examples of your program's/institution's GA/CI process for the visiting team.

If you're new here …
(or enjoy a refresher)

What does the Accreditation Board do?

The visiting team

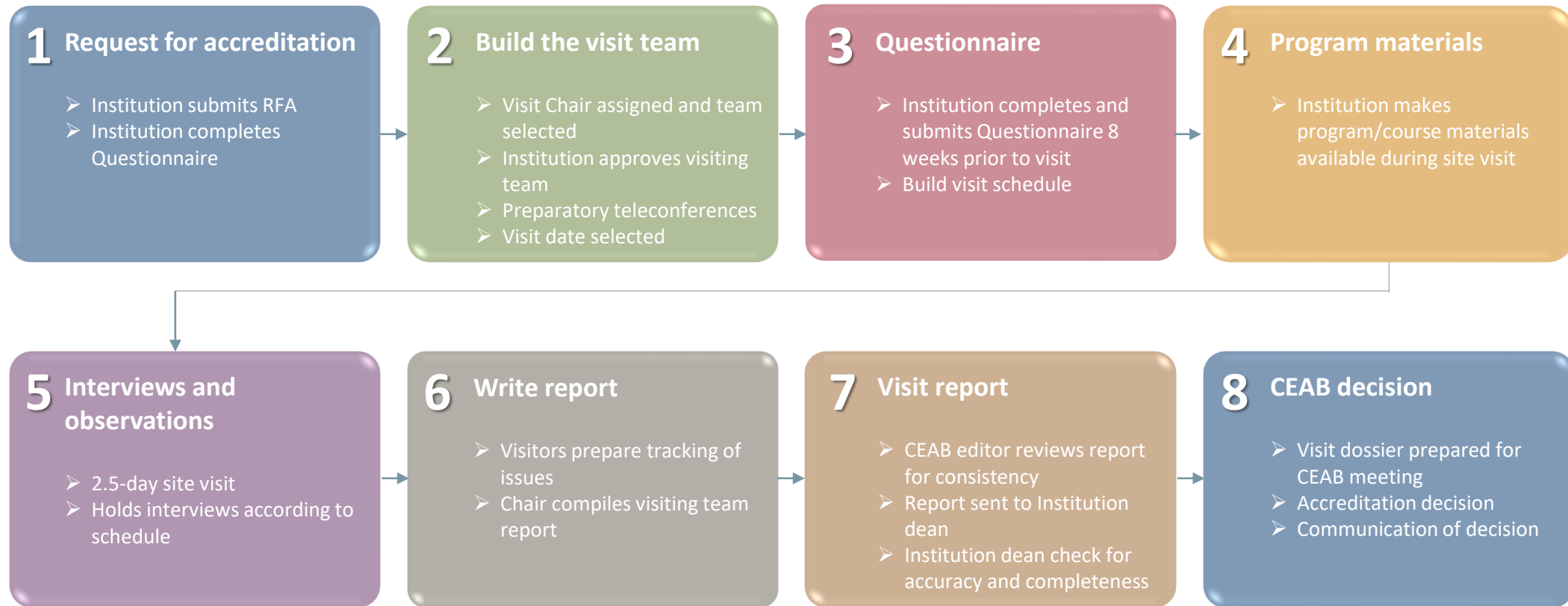*Visiting team not responsible for accreditation decisions*
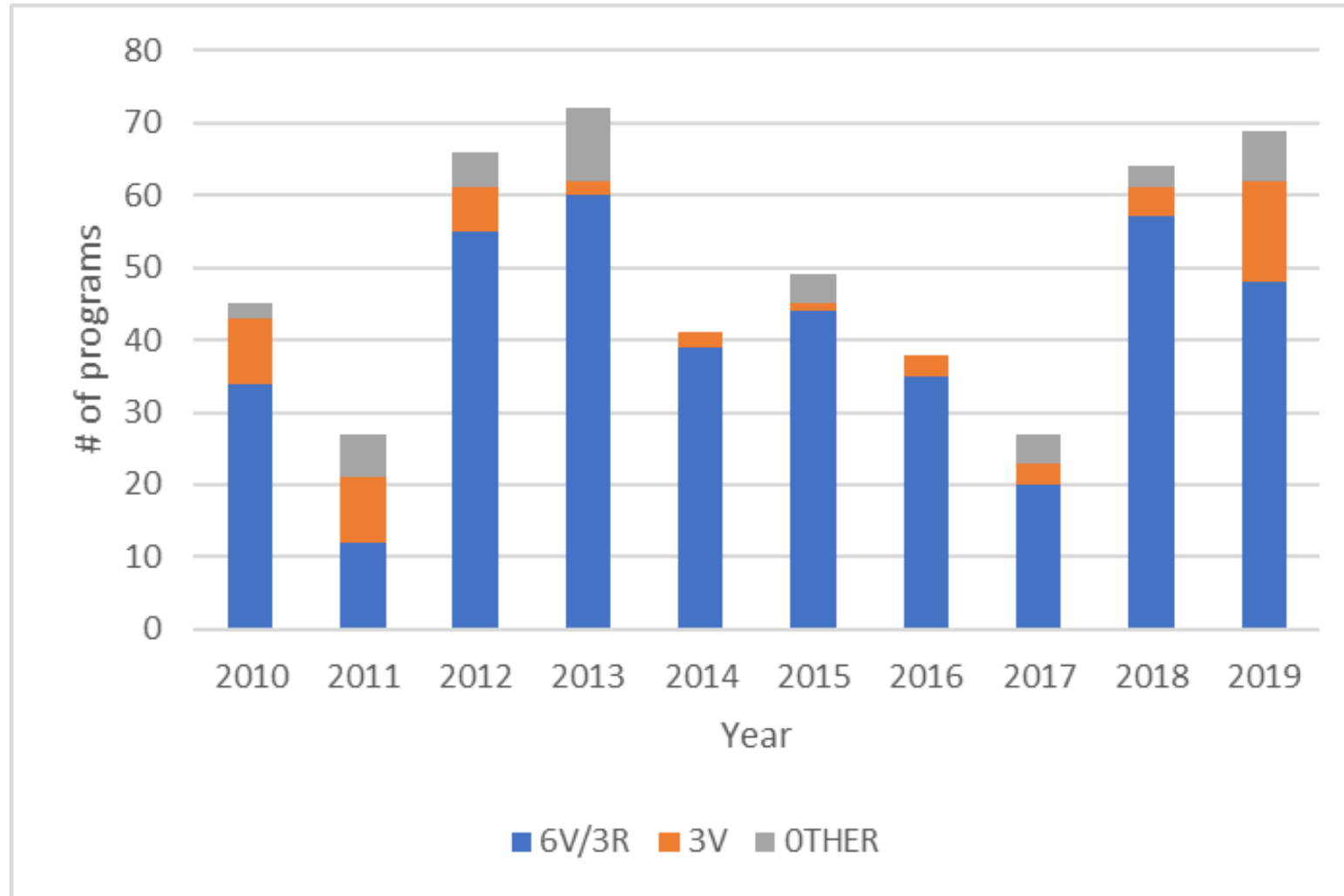
Program information gathering and review

Visit

Paper review

Report

CEAB accreditation decision

Accreditation: An 18-month(+) process

1 **Request for accreditation**
- Institution submits RFA
- Institution completes Questionnaire

2 **Build the visit team**
- Visit Chair assigned and team selected
- Institution approves visiting team
- Preparatory teleconferences
- Visit date selected

3 **Questionnaire**
- Institution completes and submits Questionnaire 8 weeks prior to visit
- Build visit schedule

4 **Program materials**
- Institution makes program/course materials available during site visit

5 **Interviews and observations**
- 2.5-day site visit
- Holds interviews according to schedule

6 **Write report**
- Visitors prepare tracking of issues
- Chair compiles visiting team report

7 **Visit report**
- CEAB editor reviews report for consistency
- Report sent to Institution dean
- Institution dean check for accuracy and completeness

8 **CEAB decision**
- Visit dossier prepared for CEAB meeting
- Accreditation decision
- Communication of decision

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CEAB visit decisions 2010-2019

Documentation and criteria changes
The process

- The CEAB is constantly receiving feedback
  - From HEIs, regulators, visitors, etc.
  - About criteria, procedures, and tools

- Considered by the Policies and Procedures Committee (P&P) first
  - Who then makes a recommendation to CEAB

- Consultation
  - With HEIs, regulators, visitors, etc.

- Changes approved
  - Implemented the next visit cycle (at earliest)
  - HEIs may take advantage of criteria changes earlier if it suits (Discussion with Visiting Team Chair is recommended)

Accreditation resources: Revision history

Graduate attributes and continual improvement
Criteria 3.1 and 3.2

Criterion 3.1 - "The institution must demonstrate that the graduates of a program possess the [12] attributes."

Criteria 3.1.1 - 3.1.5 - Used to assess the suitability of a program for developing the graduate attributes.

3.1.1 Organization and engagement

3.1.2 Curriculum maps

3.1.3 Indicators

3.1.4 Assessment tools

3.1.5 Assessment results

Criteria 3.2.1 – 3.2.3 - Used to assess the institution's continual improvement processes.

3.2.1 Improvement process

3.2.2 Stakeholder engagement

3.2.3 Improvement actions

Toward a greater focus on process

On February 10, 2018 the CEAB agreed that outcomes assessments should place a greater focus on GA/CI *processes.*

The use of **both** input and outcomes assessments is desired by many regulators.

+

Having **both** input and outcomes assessment criteria

=

greater focus on GA/CI processes and *less* focus on assessment results.

➜

Programs **still** need to demonstrate:
- achievement of graduate attributes
- continuous improvement

HEIs are in the best position to determine graduate attribute compliance and to implement required program improvements

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Input and outcomes criteria: Why both?

Input criteria $+$ **Outcomes criteria**

➤ Prescribed exposure times to essential curriculum elements
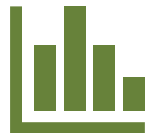
➤ Defines graduate attributes

➤ Enables calculation of the minimum path

ACCREDITATION DECISION

➤ Regular assessment of graduate attribute attainment drives continuous improvement

Stakeholder input on documentation
Questionnaire, Exhibit 1, GA / CI rubrics

GA / CI Summits Spring / Fall 2018	CEEA June 2018	CEAB workshop September 2018	December 2018- January 2019	Spring 2019
Consultation on direction	Feedback on Questionnaire direction	Consultation on Questionnaire, Exhibit 1, Rubrics	Refinements based on feedback	Approval
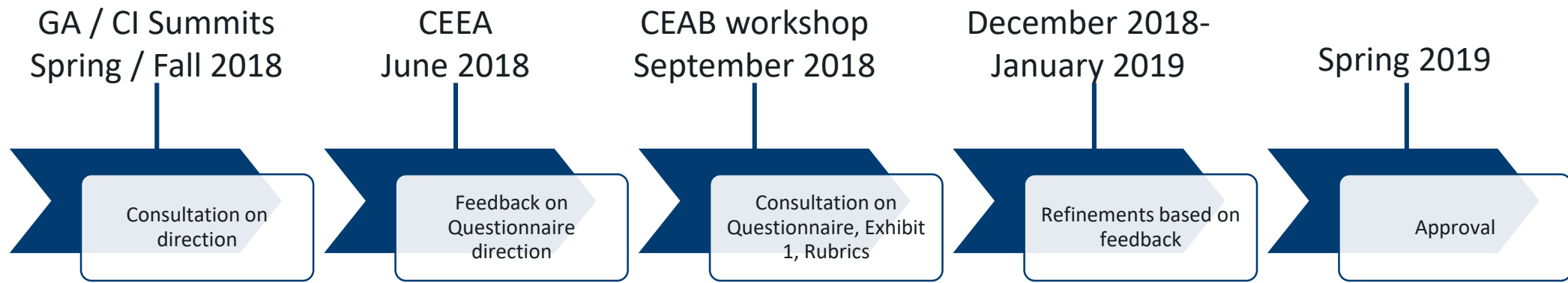
2020 / 2021 Questionnaire, Exhibit 1, rubrics available Fall, 2019

No changes for 2019 / 2020 cycle already in progress

2020 / 2021 Documentation
Focus on GA/CI process: A summary

Exhibit 1

➢ Select 3 – 5 courses (or learning activities) used to assess achievement of each GA. For each course, discuss curriculum maps, indicators, and assessment tools.

➢ Discuss assessment results for each Graduate Attribute.

Questionnaire

➢ Reduces the on-site "Graduate Attributes Dossier" by focusing on **three examples where change to a program was considered** rather than **ALL** data for **ALL** changes.

➢ On-site GA/CI presentation: Describe overall GA/CI process; reflection on what's working and what's not working on the GA/CI process.

How to document GA/CI *process* for the visiting team (on-site)?

Three examples where change to a program was considered.

The evidence should:

- identify the threshold for change;

- whether the decision was to make a change to the program or that no change was required; and

- illustrate the process that lead to the decision.

Evidence could include (but is not limited to): relevant GA/CI curriculum meeting minutes, data, tools used to analyze the data, etc.)

You are about to receive a visit.
At your tables…

Each table has a scenario: An example of a change made by a program as a result of the Graduate Attribute measurement process.

At your table, discuss what 'evidence' you would provide to the on-site team. How would you demonstrate the process from start to finish? How will you tell your story?

1. 10 minutes to discuss at your tables.

2. Select a recorder/reporter.

3. Report back to the larger group:
   - How will you tell your GA/CI story? What's the executive summary?
   - What documentation do you need but didn't collect?
   - Where did you struggle?

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Debrief

- What was your scenario?

- How will you tell your GA/CI story? What's the executive summary?

- What documentation do you need but didn't collect?

- Where did you struggle?

Thank you!

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