

“An exploration of the accreditation process  
from the perspective of organizational  
effectiveness”

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# Research Purpose

- To explore three organizational effectiveness models to prepare a college for an accreditation review.
- The emphasis was grounded in my own experiences as president of a regionally accredited college; the study reviewed the organizational effectiveness models relied upon
- The research fills the void of theory and practical information regarding how colleges can incorporate organizational effectiveness in their accreditation reviews.

# Case Study Institution

- In 2002, the institution was acquired
  - by a large non-traditional educational provider
  - converted from a for-profit to a non-profit educational institution.
- The affiliation with the major nontraditional conglomerate allowed the college
  - To receive extensive academic, administrative, and student support services.
  - To provide students with premier campuses, valuable institutional resources, 24-hour student services and essential program improvements.

# Case Study Institution (Cont'd)

- The institution has a forty-year history in marine technology; it recently expanded its programs to include allied health and homeland security.
- Under ACCJC since 1973
  - Enrollment of 300 students
  - Six degree programs
  - Eight (8) full-time faculty & twenty-six (26) adjunct faculty
  - Five (5) administrators and 11 full-time staff members.

# Research Study: A Three Phase Approach

- Phase 1
  - Development of an assessment matrix
- Phase 2
  - Application of the matrix in the accreditation process.
- Phase 3
  - Interview of other institutional leaders

# Phase One: Development of the Matrix

# Column One: Accreditation Criteria

<u>Accreditation Standard</u>			
Mission Statement Connected to Institutional Goals			

# Column Two: Evidence

	<u>Evidence</u>		

# Evidence

- Assessment of an institution includes:
  - Three Year Program Reviews,
  - Annual Operating Plans
  - and other key documents referenced throughout the accreditation process
  - Other documents include notes from meetings held
- Many of these documents are provided to the accreditation team as evidence and as key deliverables in this accreditation matrix.

# Column Three: Organizational Effectiveness Models

		<b>Organizational Effectiveness Model</b>	

# Organizational Effectiveness Theory

- Several theories on organizational effectiveness for their relevance to higher education accreditation
  - Goal
  - Baldrige
  - Competing Values Framework

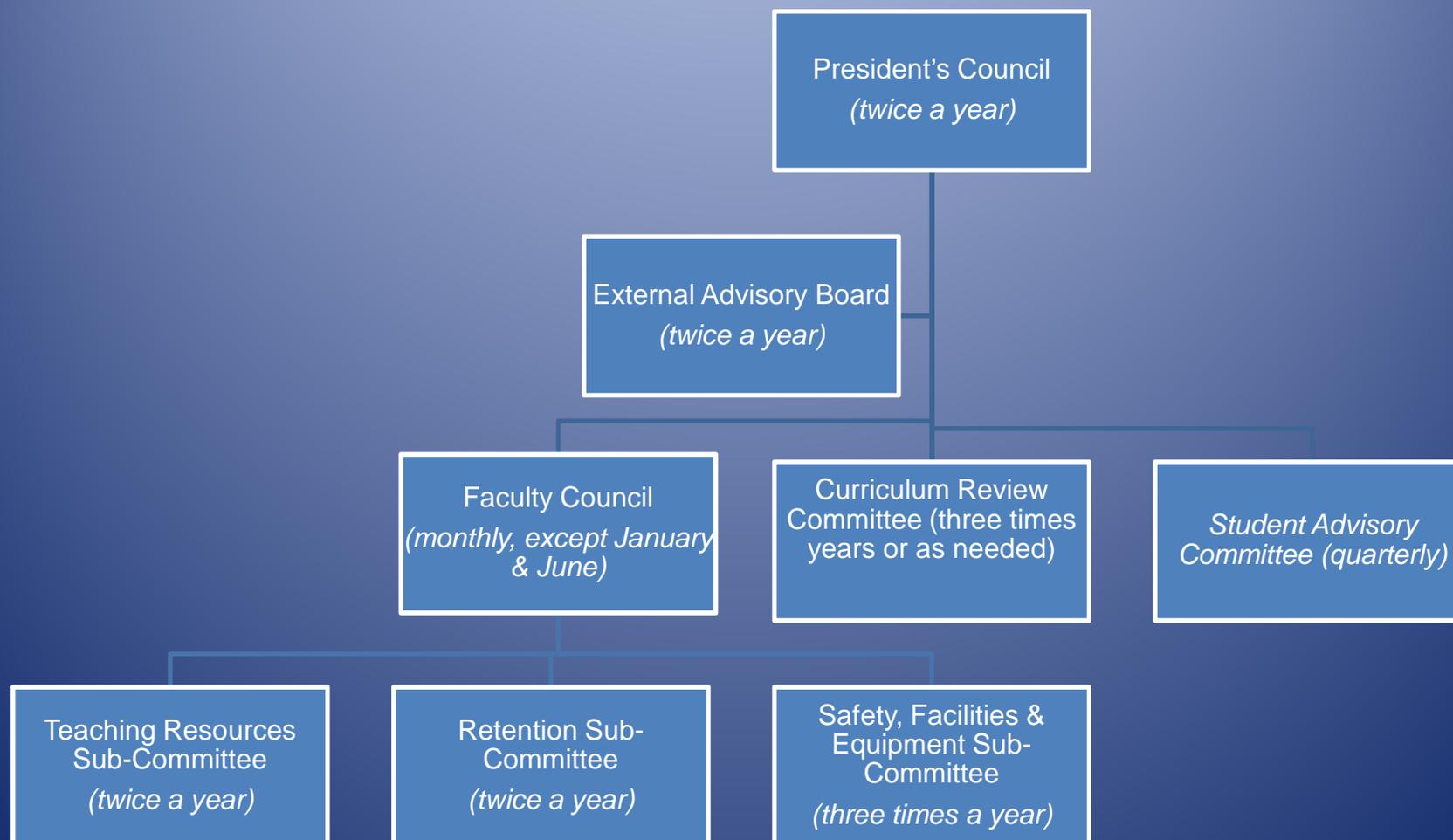
# Column Four: Departments or Councils Involved

			<u>Departments Utilized</u>

# Accreditation Matrix

WASC Standards	Evidence (Textual Analysis)	Organizational Effectiveness Model	Departments Utilized
Standard Ia. Mission Statement Connected to Institutional Goals	Review of historical information from Board of Trustees meetings and institutional meetings.	Baldrige	Faculty, Staff, Institutional leadership, students, and the Board of Trustees.

# Case Study Institution's Governance Structure



# Phase Two: Testing / Application of the Matrix

Testing of Matrix on Prior  
Accreditation Document:  
2003 Midterm Report

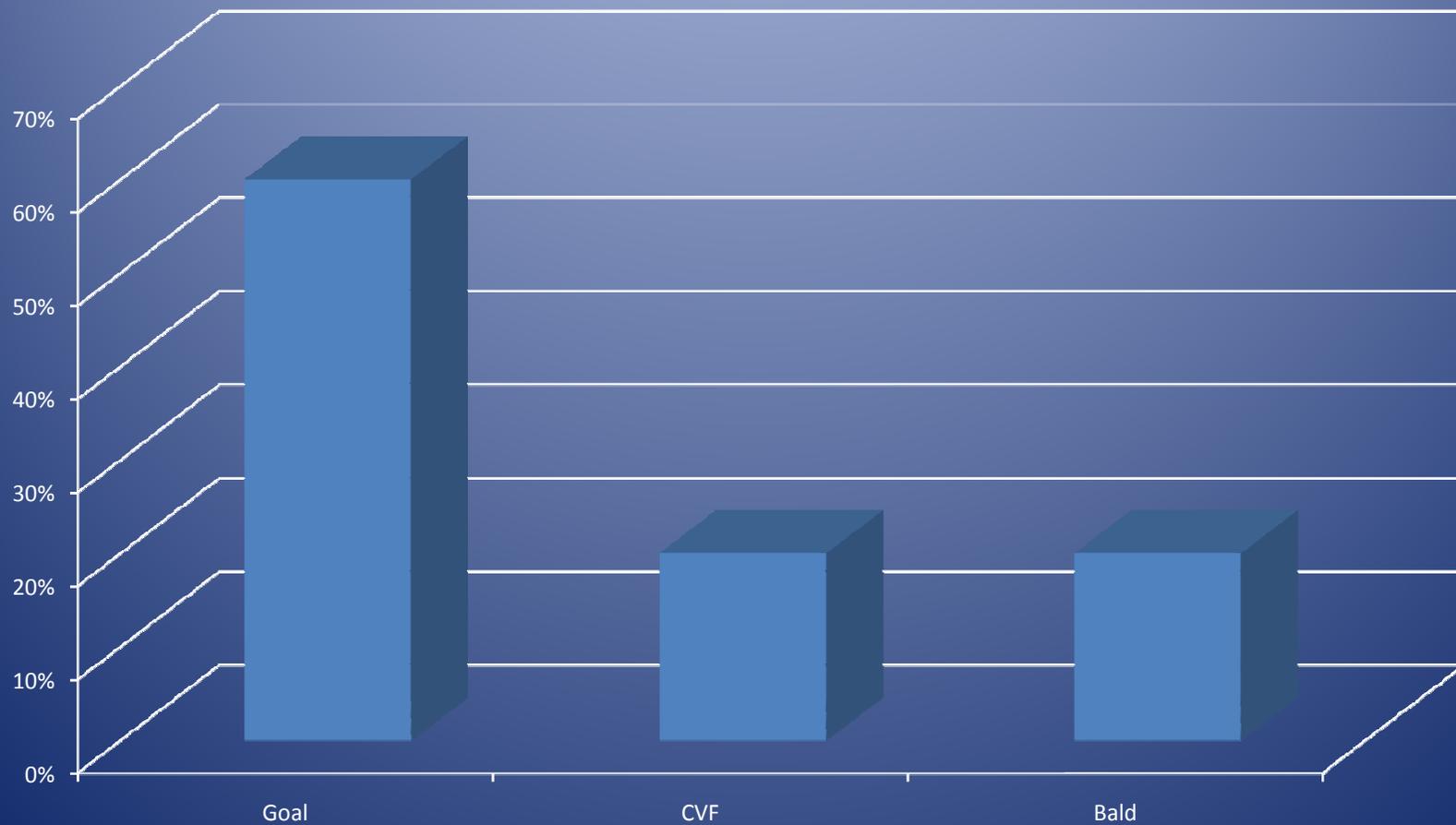
# WASC Mid-term Report: Sample Selection- Institutional Integrity

WASC Standards**	Evidence (Textual Analysis)	Organizational Effectiveness Model	Departments Utilized
1.	Catalog/Collateral	Goal	Administration/Faculty Council
2.	Faculty Bylaws	Goal	Faculty Council
3.	Technical Advisory Board Notes	Competing Values Framework	Technical Advisory and Faculty Council
4.	Institutional Policy and Procedural Manual	Baldrige	Faculty Council
5.	Catalog	Goal	Administration/Faculty Council

# WASC Mid Term Report

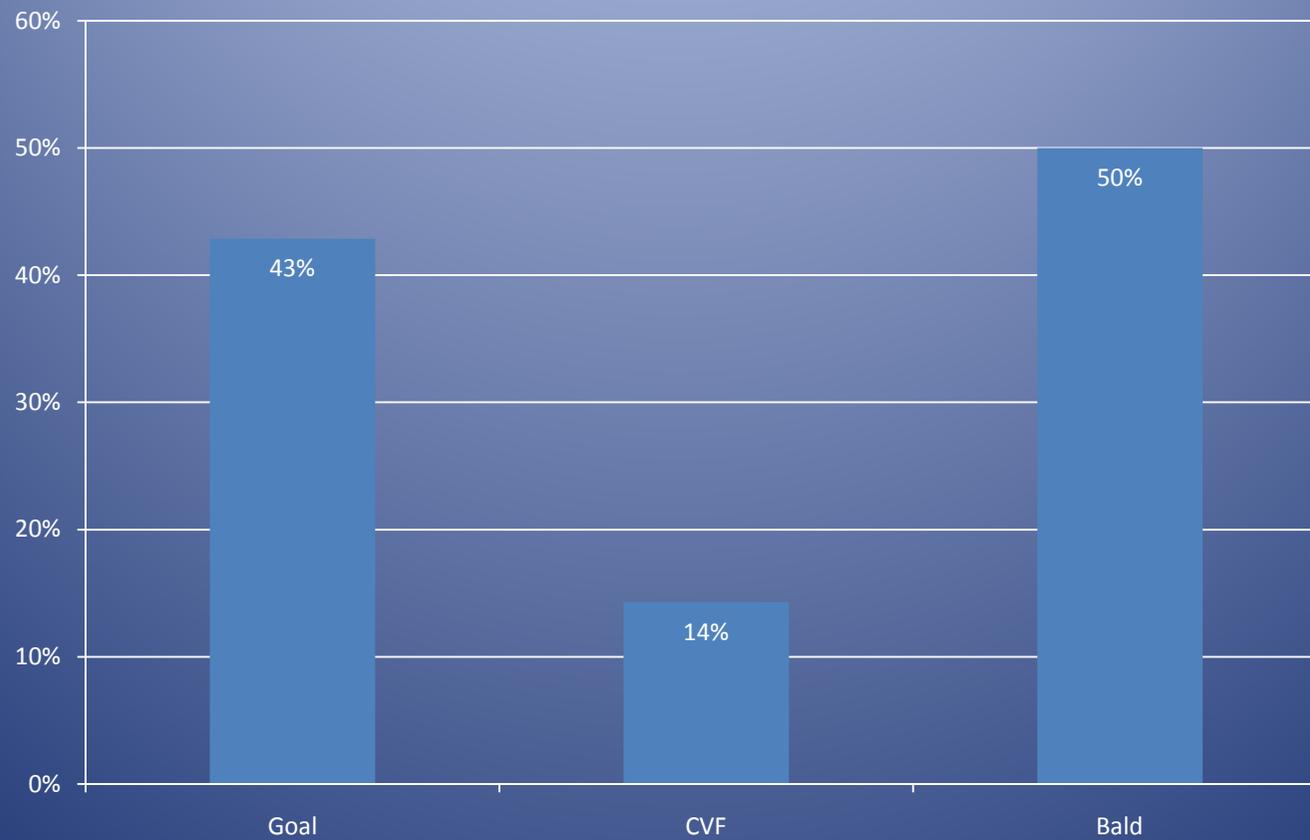
## Institutional Integrity

### Percentage of Distribution



# Accreditation Matrix: WASC Accreditation Standards

# WASC Standards: Institutional Mission



# Summary of 2003 Mid-term Report

- Institutional Mission
  - 50 Baldrige
- Institutional Integrity
  - 55% Goal
- Institutional Effectiveness
  - 80% Baldrige
- Educational Programs
  - 60% Competing Values Framework

# Accreditation Matrix: WASC Accreditation Standards

## Accreditation Standards

- Institutional Effectiveness
  - 50% Baldrige and Goal Model 43%
- Student Learning
  - 48% Goal
  - 40% Baldrige
- Resources
  - Competing Values Framework 41%
  - Baldrige 41%
- Leadership and Governance
  - 53% Goal

# Phase Three: Interviews of Other Institutional Leaders

# Interviews

- President #1 – Private, non-profit, non-traditional master's degree granting institution
- President #2 – Public community college
- President #3 – Chancellor of a non-profit system of community college's in California.

# Interviews

Questions?	Responses
<b>Question 1: Organizational Effectiveness and Evidence Gathering</b>	
President One	A tremendous asset to institution by encouraging full and part-time faculty
President Two	An important step in articulating the language of accreditation visit to a lay person level
President Three	Creates dialogue amongst the college that would encourage everyone to participate
<b>Question 2: Organizational Effectiveness Matrix &amp; Accreditation Preparation</b>	
President One	Easily explained throughout college community
President Two	Help institution become better prepared for a visit
President Three	Concerned as several items in accreditation standards can be leveraged for other standards

# Interviews (Cont'd)

## Question 3: Usage of Accreditation Matrix at Their Institution's

President One	Welcomingly received on executive level as a quick reference to gauge performance
President Two	Snapshot tool
President Three	Could be used in some fashion

## Question 4: Sustainability of Organizational Effectiveness Models

President One	Used as a management tool but not by all in university community
President Two	As long as I continue to inspect what I expect
President Three	Certain elements of model could be used in some fashion

# Conclusions

- Conclusions were that using multiple organization effectiveness models could aid an accreditation process however the Baldrige model was the most prominent Dialogue created from the matrix
- that the matrix was an effective tool for stimulating dialogue among staff and faculty about the standards for accreditation and could positively impact the preparation process.

# Conclusion #1: Value of incorporating several organizational effectiveness models

- Institutional Mission – Goal/Baldrige
- Student Learning – Baldrige
- Resources – Competing Values
- Leadership & Governance – Goal

# Conclusion #1 (Cont'd)

## Nevertheless, an overwhelming emphasis on Baldrige

	<b>Baldrige</b>	<b>Goal</b>	<b>Competing Values</b>	<b>N=</b>
Institutional Effectiveness	<b>50%</b>	43%	7%	11
Student Learning	<b>40%</b>	48%	12%	44
Resources	<b>41%</b>	18%	41%	34
Leadership & Governance	<b>19%</b>	53%	28%	30
Total				115

Conclusion #2: The matrix was an effective tool for stimulating dialogue among staff and faculty about the standards for accreditation and could positively impact the preparation process.

- Interviews

- “College administrators and faculty understand assessment language as opposed to dialog that is not comprehended.”
- Weiner (2009) Culture of Assessment

# Implications & Recommendations

- A need for more scholarly researched models on organizational effectiveness
- Consultant to articulate the WASC Standards & intricacies
  - 33% means that there are others with significant experience.

# Recommendations for Future Research

- Replication of study in traditional institutions or other settings not affiliated with diving school.
- Organizational effectiveness applied to other models.
- Using this study on an institution with a significantly longer period of time before an accreditation visit.
- Traditionally based institutions as a focus

# Academic Body of Knowledge

- Scholarly based references to organizational effectiveness in accreditation preparedness
- A model for applying organizational effectiveness to help prepare an institution for an accreditation visit.
- Gives other institutional leaders examples that reviews organizational structure, evidence, and the WASC standards to be used as reference points.

Thank you!

Questions?