

**WASC**

Senior College and  
University Commission

# WSCUC's Key Indicators Dashboard (KID): Advancing Data in Accreditation

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WSCUC for CAIR 2021

# Context of Accreditation

# How we got here

- Clearly there's a need for standards...
- Original Stimulus: The *Flexner Report* and the Rise of Professional Licensure and Identity
- ***Reliable Authority***: consequences of the GI Bill

# WSCUC

Excellence. Equity. Engagement

- One of eight institutional accreditors authorized by the Department of Education (ED)
- Committed to advancing quality and equitable student success
- Committed to fostering inquiry, innovation, excellence, and sustainability

# Accreditation's Dimensions

- Internal operations and standards
- Department of Education (ED) regulations
- Responsibility to the public and the higher education community

# Accreditation Under Fire

# Context: Within and Beyond our Control

## Higher Education's Pressing Concerns:

- Increasing demand to prove educational effectiveness
- Higher education from the perspective of the public and policy makers
- The need to articulate and demonstrate quality, integrity, and value
- A coherent, integrative, holistic educational experience for students

## What assessment of quality needs:

- Incorporating expertise-based judgement
- Transparency
- Understanding student performance at multiple levels:
  - Individual
  - Collective
  - Aggregate

“Accreditors are an easy target for those who think higher education is stuck in the past.”

Lederman, Doug, “Minerva, Higher Ed Outsider, Is now Fully Accredited” Inside Higher Education, July 22, 2021,  
<https://www.insidehighered.com/news/2021/07/22/minerva-higher-education-outsider-now-accredited-university>



“Accreditors repeatedly refer to ‘using’ data in reviews, but there is little evidence that accreditors integrate data into the review process or base consequences on data.”

Nathan Arnold, Mamie Voight, Jessica Morales, Kim Dancy, and Art Coleman, “Informing Improvement: Recommendations for Enhancing Accrator Data-Use to Promote Student Success and Equity” Institute for Higher Education Policy, June 2019,  
<http://www.ihep.org/research/publications/informing-improvement-recommendations-enhancing-accrator-data-use-promote>.

# Diagnosis: a heuristic from proficiency and constructivism

Domain-specific knowledge and skills

Procedural knowledge and skills

Tacit knowledge and skills

Metacognitive ability

*All organized within an accurate, flexible, extendable mental model*

Valid and Reliable?	Trustworthiness
Internal Validity	Credibility
External Validity	Transferability
Reliability	Dependability
Objectivity	Confirmability

*Trustworthiness and Authenticity in Naturalistic Evaluation*

*Note.* Adapted from Lincoln and Guba (1986).

# Quantitative, Qualitative, and Narrative

# WSCUC

## Better Conversations, Better Data

# Why better conversations, better data?

## **WSCUC is strengthening the accreditation process.**

- Enhancing the use of outcomes information for continuous improvement
- Using data as a catalyst to promote conversations around improvement
- Upgrading the universe and presentation of outcomes data
- Putting performance in context using trends, averages, and peer institutions

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# Key Indicators Dashboard (KID)

<https://www.wscuc.org/resources/kid/>

## A data visualization tool – Power BI

- Easy to navigate
- Multiple years of trend data
- Comparison to WSCUC and National Averages

# Data Included in KID

<https://www.wscuc.org/resources/kid/>

**Data are from IPEDS, College Scorecard, and FSA Data Center.**

**KID interactive dashboard report categories:**

- Data Summary
- Institution Size/Context
- Student Completion
- Student Finances
- Institution Finances
- Post-Graduation Outcomes

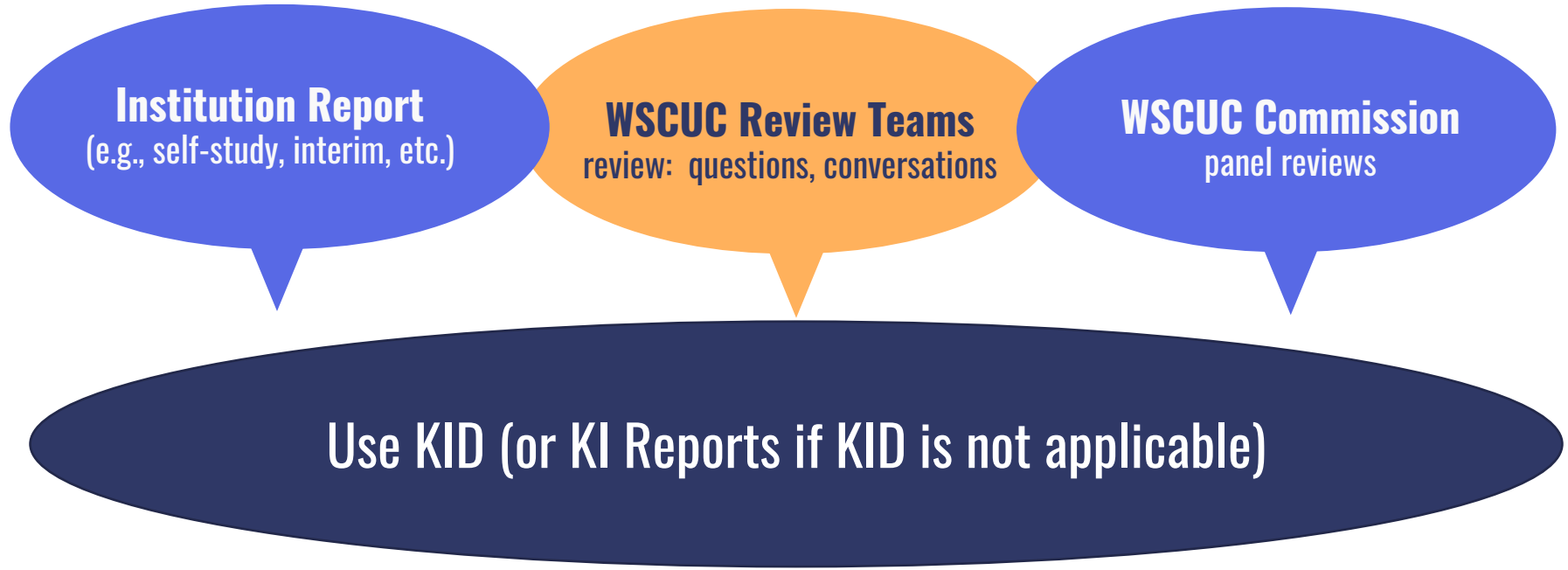
# KID Purposes

● Goal of KID is to provide the tools and training for institutions, team members, and Commissioners effectively use data to:

- Evaluate and monitor educational quality;
- Stimulate conversations that lead to continuous improvement;
- Support insightful and constructive lines of inquiry;
- Encourage informed conversations about programs, processes, priorities, strengths, and challenges with institutions;
- Contribute to understanding whether institutions are meeting the Standards;
- Place current institutional performance in the context of past performance; and
- Identify performance trends that may need attention.



# Use of KID in the Accreditation Process



# KID DEMO

<https://www.wscuc.org/resources/kid/>

# Questions

