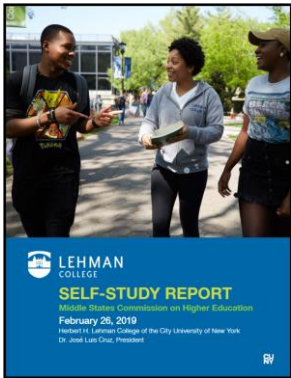


# Accreditation Findings: A Snapshot



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May 2024

# Workshop Outcomes

Attendees will be familiar with:

- The Institutional Accreditation Review Cycle and Ongoing Monitoring Activities
- The Annual Institutional Update (AIU)
- The two accreditation standards that most frequently require follow-up from Self-Study Reports
- The major issues requiring follow-up from Self-Study Reports

# Accreditation Review Cycle and Ongoing Monitoring

- 8-Year accreditation review cycle that involves a Self-Study Report and an On-Site Evaluation Visit
  - **Next Self-Study Report and On-Site Visit: 2027-2028**
- Ongoing Monitoring: Each institution submits and verifies data and uploads select documents for an Annual Institutional Update (AIU)

# The Annual Institutional Update (AIU)

- Data for finances, federal financial responsibility, enrollment, student success
- Follow-up generally occurs in a Supplemental Information Report

# AIU Indicators

## Indicator 1: Student Achievement

- The 6-year graduation rate for the most recent AIU report is below **40%**

## Indicator 2: Annual Enrollment-FTE

- Annual FTE enrollment has fluctuated by more than **15%** during the past two years

# AIU Indicators

## Indicator 3: Financial Health

- Ending Net Assets
- Composite Financial Index (CFI) or alternative appropriate ratios
- Change in Net Assets

# AIU Indicators

## Indicator 4: Federal Financial Responsibility

- Financial Responsibility Composite Score
- Cohort Default Rate
- U.S. DOE Program Reviews
- Significant Enrollment Growth
- Financial and Compliance Audits
- Audit opinions expressing going concern issues or adverse, qualified, disclaimed opinions
- Heightened Cash Monitoring (HCM)
- Provisional Program Participation Agreement

# AIU Outcomes: 2022-2023

- 2022: MSCHE focused on the financial health of institutions (**Indicator 3**)
- 2023: MSCHE focused on enrollment and student success (**Indicators 1 and 2**)
- 162 institutions (nearly one-third of MSCHE-accredited schools) received requests for follow-up from the 2022 and 2023 AIUs; 10 received follow up requests from their 2022 and 2023 AIUs
- Requests for follow-up concerned 184 issues





# AIU Outcomes: 2022-2023

- Institutions received follow-up on 1.1 issues per school
- The majority of schools receiving follow-up on 2 issues were in Puerto Rico where the population has been declining rapidly

## Number of Issues:

Issues	Number	Percentage
1	160	93.0%
2	12	7.0%

# AIU Outcomes: 2022-2023

## Issues By Year

AIU	Enrollment-FTE		Financial Health		Student Achievement	
	Number	Percentage	Number	Percentage	Number	Percentage
2022	4	10.8%	30	81.1%	3	8.1%
2023	70	47.6%	0	0.0%	77	52.4%
All	74	40.2%	30	16.3%	80	43.5%

# Self-Study Outcomes: Metadata

- MSCHE Outcomes from Self-Study Evaluations from 2020-2023
- Re-accreditation (not initial accreditation)
- 7 accreditation standards
- 218 Commission actions
- 102 requests for follow-up

# MSCHE Standards

- **Standard I:** Mission and Goals
- **Standard II:** Ethics and Integrity
- **Standard III:** Design and Delivery of the Student Learning Experience
- **Standard IV:** Support of the Student Experience
- **Standard V:** Educational Effectiveness Assessment
- **Standard VI:** Planning, Resources, and Institutional Improvement
- **Standard VII:** Governance, Leadership, and Administration

**Assessment is explicitly referenced in each accreditation standard**

# Commission Actions

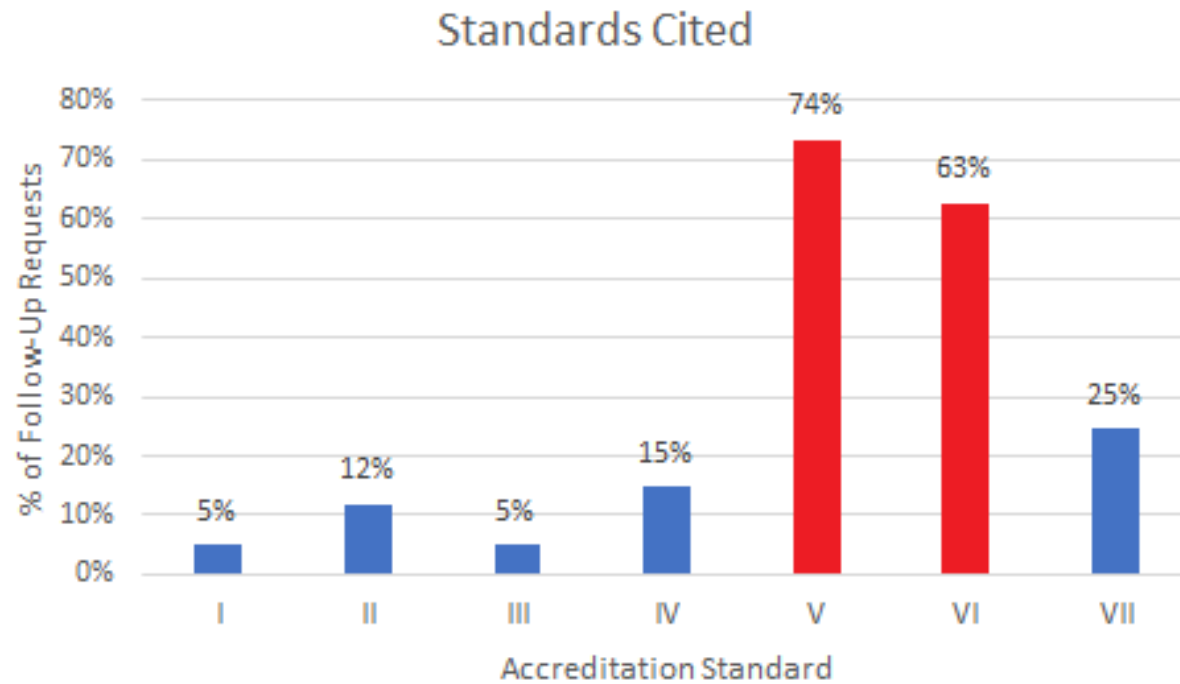
- **No Follow-up:** 53% of Self-Study Evaluations
- **Follow-up:** 47% of Self-Study Evaluations

# Overview of Follow-Up Requests

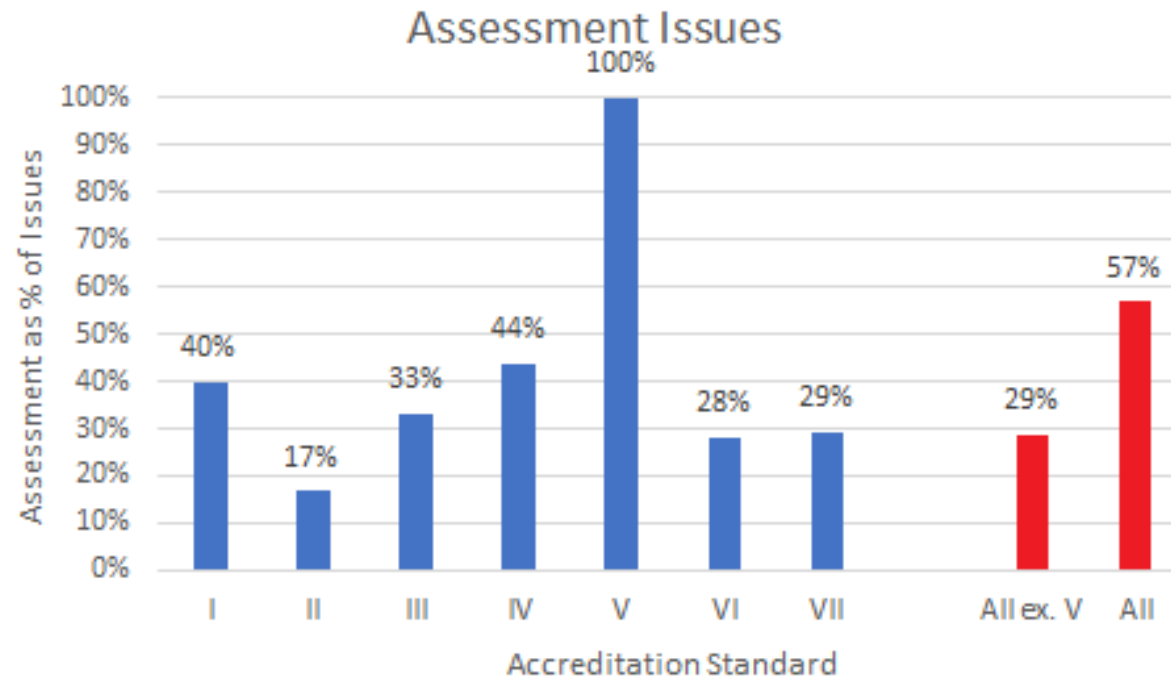
## 102 Self-Study Reports:

- Mean number of accreditation standards cited: 2.0
- Median number of accreditation standards cited: 2.0
- Distribution of follow-up request by number of standards cited:
  - 1 standard: 38% of follow-up requests
  - 2 standards: 40% of follow-up requests
  - 3 standards: 15% of follow-up requests
  - 4 standards: 3% of follow-up requests
  - 5 or more standards: 4% of follow-up requests

# Standards Cited for Follow-Up



# Assessment Issues





# A Closer Look

- Top issues within each accreditation standard (percentage of cases for a given standard)
- Requests for follow-up on a given accreditation standard may cover more than one issue

# Standard I: Mission and Goals

- Alignment of the institution's mission and goals: 60%
- Periodic assessment of the relevancy and effectiveness of the institution's mission and goals: 40%

# Standard II: Ethics and Integrity

- Campus climate that fosters respect among all constituencies: 58%
- Compliance with all applicable federal, state, and Commission policies and regulations: 42%
- Periodic assessment of the effectiveness of institutional policies and procedures: 42%

# Standard III: Student Learning Experience

- General Education program offers sufficient scope/consistent with Higher Education expectations: 60%
- Periodic assessment of the effectiveness of General Education: 60%

# Standard IV: Support for the Student Experience

- Assessment of programs supporting the student learning experience: 87%
- Clearly stated policies, processes and programs to admit, retain, and facilitate student success: 20%
- Improvement of key indicators of student success, including retention and graduation rates: 20%

# Standard V: Educational Effectiveness Assessment

- Organized, systematic, and sustainable process for student learning goals/student achievement: 84%
- Use of assessment results to improve teaching and learning/educational effectiveness/student achievement: 79%
- Assessment of General Education: 24%
- Student learning programs that are characterized by coherence and appropriate assessment: 24%

# Standard VI: Planning, Resources, and Institutional Improvement

- Alignment/linkage of planning processes, resources, and structures: 50%
- Institution's resources are sufficient to fulfill its mission and goals: 47%
- Organized and systematic assessments that evaluate the extent of institutional effectiveness: 25%
- Steps taken to improve the institution's short- and long-term viability/finances: 23%

# Standard VII: Governance, Leadership, and Administration

- Clearly articulated/transparent governance structure that outlines roles and responsibilities: 40%
- Systematic procedures for evaluating administrative units and for using assessment data to enhance operations: 28%
- Periodic assessment of the effectiveness of governance, leadership, and administration: 24%



# New Citations: 2023

## Standard II:

- Public disclosure of required information to students and the public
- Substantive changes must be disclosed in a timely and accurate fashion
- Commitment to academic freedom, intellectual freedom, freedom of expression

## Standard III:

- Adequate review and approval on student learning opportunities designed, delivered, and assessed by third-party providers

# New Citations: 2023

## Standard IV:

- Processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations, including graduation and retention rates

# New Citations: 2023

## Standard V:

- Assessment of student learning demonstrates that students have accomplished educational goals consistent with their programs of study
- Demonstrated and documented use of disaggregated assessment results for improvement of student learning outcomes, student achievement and institutional/program-level educational effectiveness

# New Citations: 2023

## Standard VI:

- Documented financial resources, funding base, and plans for financial development

## Standard VII:

- Establishment and implementation of written conflict of interest policies

# Uses of Accreditation Findings

- Promoting an accreditation-informed campus
- Identifying and understanding areas that are emphasized by MSCHE
- Thinking about evidence related to each of those areas (what is needed, what exists, and what should be documented)
- Identifying opportunities for institutional improvement and proactively addressing them prior to the next re-accreditation
- Thinking about research questions to inform the next Self-Study Report

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