Accreditation Findings: A Snapshot

Self-Study Reports: 2019-2022

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Workshop Outcomes

- Attendees will be familiar with the two accreditation standards that most frequently require follow-up

- Attendees will be aware of the major issues requiring follow-up for each accreditation standard

- Attendees will recognize that assessment is critical to successful re-accreditation

Metadata

- MSCHE Outcomes for Self-Study Reports from 2019-2022

- Re-accreditation (not initial accreditation)

- 7 accreditation standards

- 202 Commission actions

- 97 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 mentioned in each standard.

Commission Actions

- **No Follow-up:** 52% of Self-Study Reports

- **Follow-up:** 48% of Self-Study Reports

Overview of Follow-Up Requests

97 Self-Study Reports:

- Mean number of accreditation standards cited: 1.9

- Median number of accreditation standards cited: 2.0

- Distribution of follow-up requests by the number of standards cited:

  - 1 standard: 42% of follow-up requests

  - 2 standards: 36% of follow-up requests

  - 3 standards: 13% of follow-up requests

  - 4 standards: 5% of follow-up requests

  - 5 or more standards: 3% of follow-up requests

Standards Cited for Follow-Up

Standards Cited
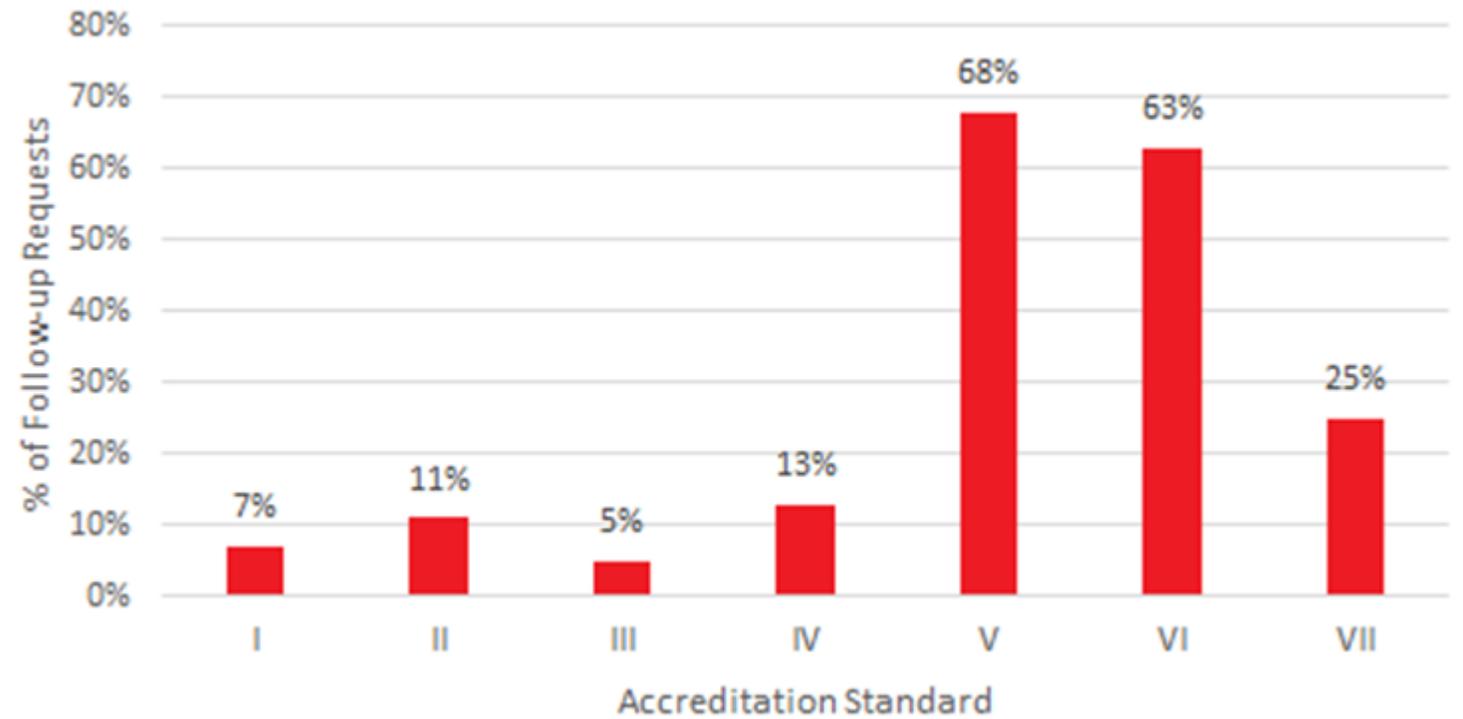
Citation Pairs

Cited	Also Cited						
	I	II	III	IV	V	VI	VII
I	N.A.	29%	14%	43%	86%	86%	57%
II	18%	N.A.	18%	27%	64%	82%	45%
III	20%	40%	N.A.	40%	100%	40%	40%
IV	23%	23%	15%	N.A.	77%	62%	38%
V	9%	11%	8%	15%	N.A.	53%	20%
VI	10%	15%	2%	13%	57%	N.A.	26%
VII	17%	21%	8%	21%	63%	75%	N.A.

## What this Means: Everything is connected in a holistic system

- **Issues with Mission and Goals:** Typically result in issues with educational effectiveness; planning, resources, and institutional effectiveness; leadership and governance

- **Ethical Issues:** Typically result in issues with educational effectiveness/assessment; planning, resources, and institutional effectiveness

- **Issues with the Student Learning Experience:** Typically result in issues with educational effectiveness

- **Issues with Student Support:** Typically result in issues with educational effectiveness

What this Means: Everything is connected in a holistic system

- **Issues with Educational Effectiveness:** Typically result in issues with planning, resources, and institutional effectiveness

- **Issues with Planning, Resources, and Institutional Effectiveness:** Typically result in issues with educational effectiveness

- **Issues with Leadership and Governance:** Typically result in issues with educational effectiveness; planning, resources, and institutional effectiveness

Assessment Issues

Assessment Issues in Follow-up Requests
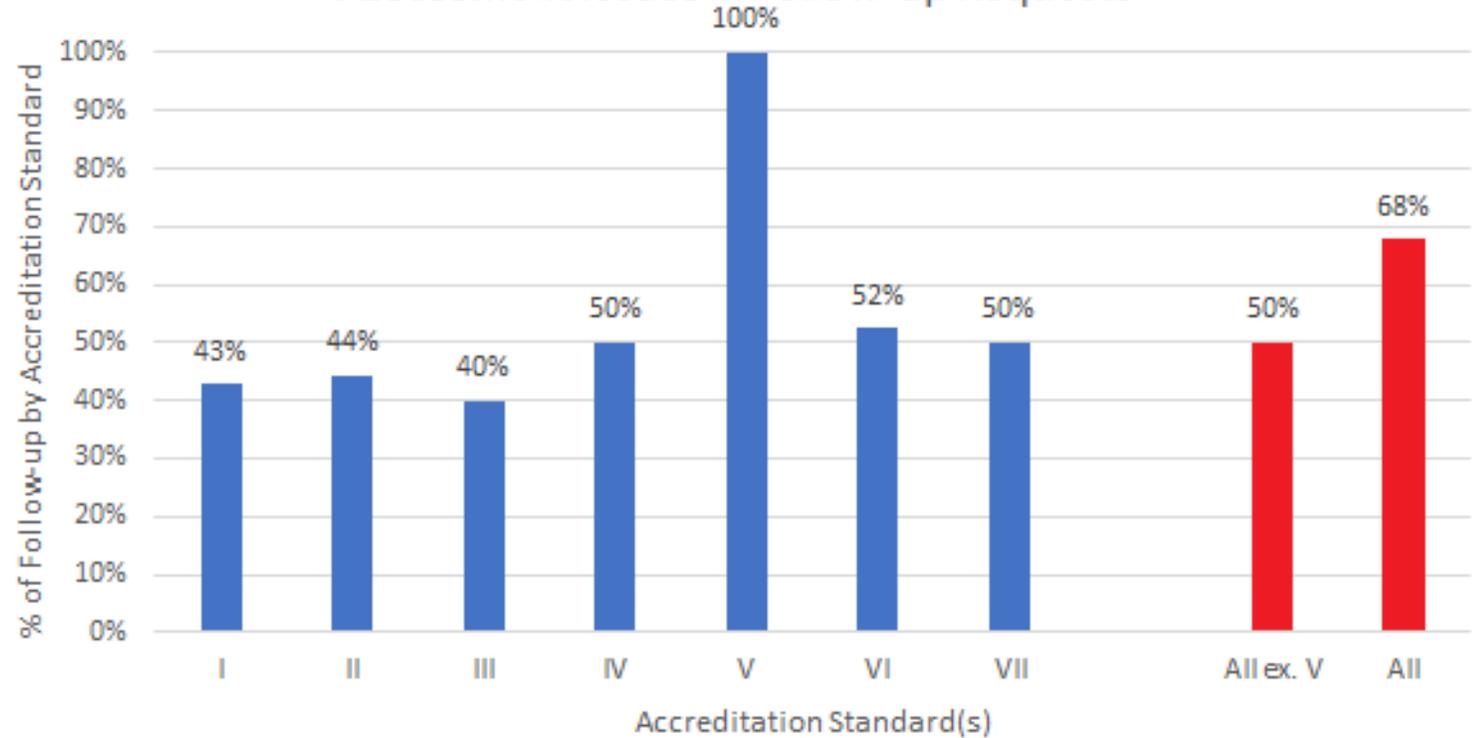
A Closer Look

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

Standard I: Mission and Goals

- Alignment of the institution's mission and goals: 43%

- Periodic assessment of the relevancy and effectiveness of the institution's mission and goals: 43%

Standard II: Ethics and Integrity

- Campus climate that fosters respect among all constituencies: 55%
- Periodic assessment of the effectiveness of institutional policies and procedures: 36%
- Compliance with all applicable federal, state, and Commission policies and regulations: 27%

Standard III: Student Learning Experience

- General education program offers sufficient scope and is consistent with higher education expectations: 40%

- Periodic assessment of the effectiveness of general education: 20%

- Periodic assessment of online programs, including but not limited to sufficient learning opportunities and resources: 20%

- Consistent rigor, coherence, and instruction quality regardless of instructional modality: 20%

Standard IV: Support of the Student Experience

- Assessment of programs supporting the student learning experience: 50%
- Clearly stated policies, processes and programs/structures in place to admit, retain and facilitate the success of students: 21%

Standard V: Educational Effectiveness Assessment

- Organized, systematic, and sustainable assessment process for student learning goals and/or student achievement: 56%

- Use of assessment results to improve teaching and learning, educational effectiveness, and student achievement: 49%

- Assessment of general education: 20%

Standard VI: Planning, Resources, and Improvement

- Institution's resources are sufficient to fulfill its mission and goals: 31%

- Alignment and linkage of planning processes, resources, and structure: 28%

- Organized and systematic assessments that evaluate the extent of institutional effectiveness: 20%

- Enrollment management planning linked to the budget: 20%

Standard VII: Governance, Leadership, and Administration

- Clearly articulated/transparent governance structure that outlines roles and responsibilities: 38%

- Periodic assessment of the effectiveness of governance, leadership, and administration: 21%

- Periodic assessment of the Board's performance and the effectiveness of its procedures: 17%

Principal Elements from the Findings

- **Standard I:** The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission

- **Standard II:** A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives

- **Standard III:** A general education program…that…offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field

Principal Elements from the Findings

- **Standard IV:** Periodic assessment of the effectiveness of programs supporting the student experience

- **Standard V:** Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals

- **Standard VI:** The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals

- **Standard VII:** a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students

Most common follow-up report(s)

Standard	Most Common Follow-up Report	% of Follow-up Cases
I	Supplemental Information Report	57%
II	Supplemental Information Report	46%
III	Supplemental Information Report	60%
IV	Supplemental Information Report	57%
V	Supplemental Information Report	55%
VI	Supplemental Information Report	51%
VII	Reporting in conjunction with AIU	50%

Increased Emphasis (2022)

- **Standard II:** Campus climate that fosters respect among all constituencies
- **Standard V:** Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness
- **Standard VI:** Enrollment management planning linked to the budget

MSCHE Update

- A refresh of the Standards has been approved overwhelmingly by Member institutions

- The revised standards were published on April 5, 2023

- Diversity, equity, and inclusion were infused into the standards

- Increased emphasis on disaggregated data to address outcomes for all student populations

MSCHE Update

What's New:

- **Standard I:** Goals that focus on on student learning outcomes and achievement… "consider diversity, equity, and inclusion principles" and "prioritize institutional improvement"
- **Standard II:** An accredited institution has "policies, services, or programs" that "promote diversity, equity, and inclusion"
- **Standard III:** Sufficient learning experiences and resources to support "all student populations"
- **Standard IV:** "Processes to disaggregate and analyze student achievement data" and periodic assessment of student support services "for all student populations"

MSCHE Update

What's New:

- **Standard V:** Consideration and use of "disaggregated assessment results for all student populations"
- **Standard VI:** An accredited institution demonstrates "planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals…"
- **Standard VII:** An accredited institution has a legally constituted governing body that "has sufficient diversity"

MSCHE Update

Policy under Review: Evidence expectations by standard

- Will provide guidance to institutions concerning the kind of evidence that is needed to demonstrate compliance with each standard
- Will go into effect July 1, 2023

MSCHE Update

Example of Evidence Expectations:

STANDARD V: INSTITUTIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

1. Clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	• Student learning outcomes both institution-wide (e.g., general education) and for individual programs and their relationship to the institution's mission

What it means:

- All learning outcomes are publicly posted for every program
- Learning outcomes statements include a short paragraph tying them to Lehman College's mission statement (on website and in the AMS)

Contact

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