Accreditation Findings: A Snapshot

Self-Study Reports: 2019-2021

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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 2019-2021

- Re-accreditation (not initial accreditation)

- 7 accreditation standards

- 119 Commission actions

- 55 requests for follow-up

- 158 issues among those 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:** 54% of Self-Study Reports
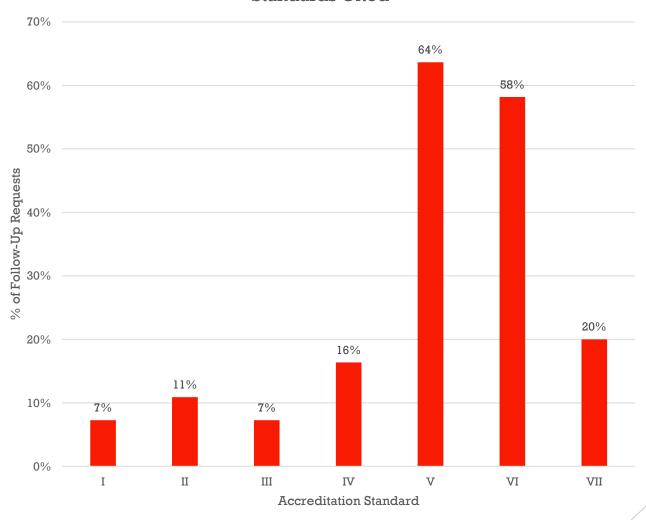
- **Follow-up:** 46% of Self-Study Reports

Overview of Follow-Up Requests

55 Self-Study Reports:

- Mean number of accreditation standards cited: 1.8

- Median number of accreditation standards cited: 2.0

- Distribution of follow-up requests by the number of standards cited:
    - 1 standard: 45% of follow-up requests
    - 2 standards: 38% of follow-up requests
    - 3 standards: 7% of follow-up requests
    - 4 standards: 5% of follow-up requests
    - 5 standards: 4% of follow-up requests

Citation Pairs

Cited	Also Cited						
	I	II	III	IV	V	VI	VII
I	N.A.	25%	0%	50%	75%	75%	25%
II	17%	N.A.	17%	33%	83%	67%	33%
III	0%	25%	N.A.	25%	100%	0%	25%
IV	22%	22%	11%	N.A.	78%	44%	44%
V	9%	14%	11%	20%	N.A.	43%	17%
VI	12%	15%	0%	15%	58%	N.A.	19%
VII	9%	18%	9%	36%	55%	45%	N.A.

Standard VI Cross Pairs

Standard VI citations had the smallest likelihood of coinciding with citations for other standards. *Why?*

- One possibility: Planning, resources, and institutional improvement processes have an impact on the future. MSCHE detected the issues sufficiently early to allow institutions to address them before they spilled over into other accreditation standards

- The shift from a 10-year to 8-year accreditation cycle and 4-year Mid-Point Peer Review (vs. 5-year Periodic Review) could benefit institutions overall

General Education

- **Standard III:** 4 cases (33% of cases)

- **Standard V:** 8 cases (67% of cases)
    - Assessment of General Education

- Assessment Issues: 9 cases (75% of cases)

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: 50%

- Clearly defined mission and goals developed through appropriate collaborative participation: 25%

- Periodic assessment of the relevancy and effectiveness of the institution's mission and goals: 25%

Standard II: Ethics and Integrity

- Campus climate that fosters respect among all constituencies: 50%

- Compliance with all applicable federal, state, and Commission policies and regulations: 33%

- Periodic assessment of the effectiveness of institutional policies and procedures: 33%

Standard III: Student Learning Experience

- General education program offers sufficient scope and is consistent with higher education expectations: 50%

- Periodic assessment of the effectiveness of general education: 25%

- Periodic assessment of online programs, including but not limited to sufficient learning opportunities and resources: 25%

Standard IV: Support of the Student Experience

- Assessment of programs supporting the student learning experience: 67%

Standard V: Educational Effectiveness Assessment

- Organized, systematic, and sustainable assessment process for student learning goals and/or student achievement: 49%

- Use of assessment results to improve teaching and learning, educational effectiveness, and student achievement: 46%

- Assessment of general education: 23%

Standard VI: Planning, Resources, and Improvement

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

- Institution's resources are sufficient to fulfill its mission and goals: 25%

- Clearly-stated institutional and unit objectives: 19%

- Organized and systematic assessments that evaluate the extent of institutional effectiveness: 19%

Standard VII: Governance, Leadership, and Administration

- Clearly articulated/transparent governance structure that outlines roles and responsibilities: 36%

- Periodic assessment of the effectiveness of governance, leadership, and administration: 27%

- Systematic procedures for evaluating administrative units and for using assessment data to enhance operations: 18%

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)

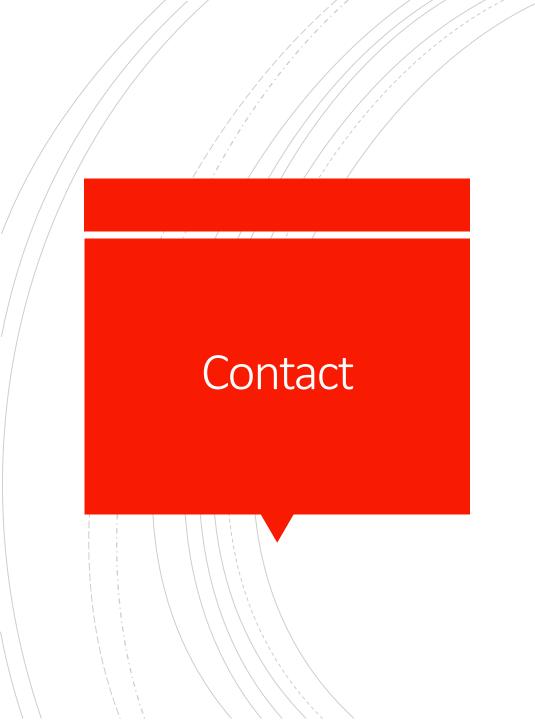| Standard	Most Common Follow-Up Report(s)
I	Supplemental Information Report: 75% of cases
II	Supplemental Information Report: 67% of cases
III	Supplemental Information Report: 75% of cases
IV	Supplemental Information Report: 67% of cases
V	Supplemental Information Report: 54% of cases
VI	Supplemental Information Report: 53% of cases
VII	Supplemental Information Report: 46% of cases In conjunction with AIU: 46% of cases

New Issue (2021)

- **Standard IV:** Improvement of key indicators of student success, including retention and graduation rates

MSCHE Update

- Periodic review of the accreditation standards is underway (publication: July 2022)

- Goals of the process:
  - Update the Requirements of Affiliation to reflect the domestic and international membership initiative
  - **Incorporate the Requirements of Affiliation appropriately into the Standard**
  - **Specify data expected within each requirement or standard**
  - Consider feedback received from the Collaborative Implementation Project as well as Committee and Commission meetings relative to the standards and requirements to determine appropriate updates in language

MSCHE Update

- Periodic standards review: Focus Areas
  - Is there a continued need to maintain some or all Requirements of Affiliation separate from the Standards?
  - How can the Commission best ensure compliance with accreditation-relevant federal regulatory requirements?
  - How can institutions best demonstrate and the Commission evaluate compliance with all policies and procedures?
  - What revisions are appropriate to address the increasingly diverse student populations?
  - What revisions would support institutional understanding of appropriate data and use of key indicators that demonstrate achievement of institutional and degree/program goals and improvement?

Contact

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