Outcomes

- Inform about the Commission and its purposes
- Educate about the self-study process and its intended outcomes
- Review self-study design
- Strategize about ensuring return on investment
- Discuss the Evidence Inventory
- Share good practices across institutions
- Answer questions

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About the Commission

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1919

1919 Commission on Institutions of Higher Education created

1919 Adam Leroy Jones named first Chair of the Commission

Jones

turning to the report of 1919, I will, unless there is request to the contrary, omit the reading of the definition and standards.

The duties of the Commission on Institutions of Higher Education as stated in the resolutions under which it was established are as follows:

1. To recommend from time to time such changes in the stated standards for institutions of higher education as may be desirable, especially such as may be in the direction of uniformity with those of other standardizing agencies.

2. To adopt from time to time lists of accepted institutions of higher learning in accordance with the standards adopted by this Association.

Acting under those instructions the Commission, after care-

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Types of Accreditors

Specialized Accreditors

Institutional Accreditors

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MISSION, VISION, VALUES

Mission

The Middle States Commission on Higher Education (MSCHE) promotes educational excellence through innovation across diverse institutions.

Vision

To be a prominent voice and champion in higher education to leverage accreditation for our member institutions and students.

Values

Protecting the Future	Guiding for Good	Setting the Standard
We ensure that member institutions meet rigorous and comprehensive standards to protect educational quality.	We fuel discovery and progress for our community and society as an independent voice in higher education.	We promote quality through honest reflection, institutional growth, and meaningful change.

The Commission

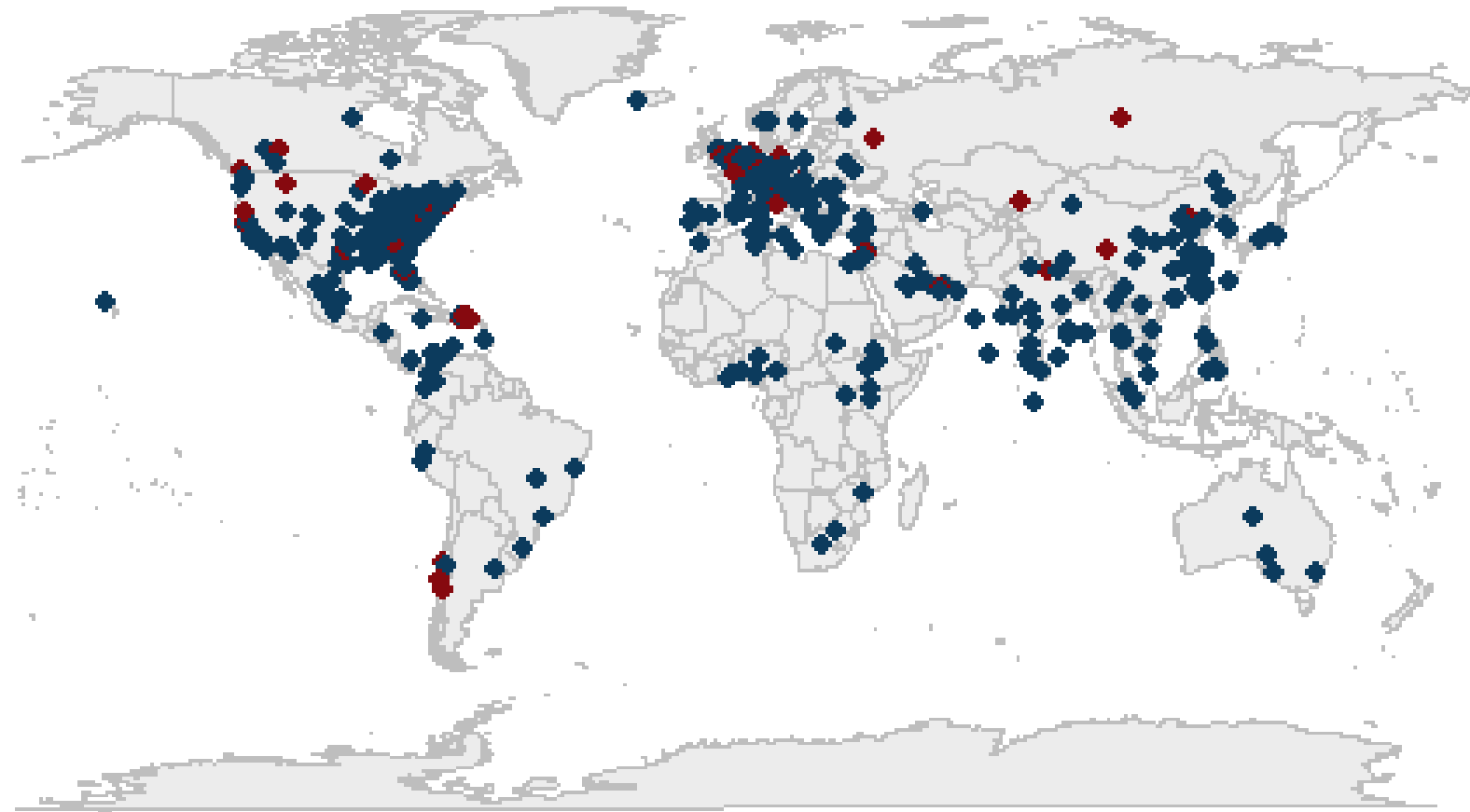**29 elected members representing the Membership**

➤ Presidents
➤ Senior Administrators
➤ Faculty
➤ Public Members

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Branch Campuses and Additional Locations

Type of Location

♦ Additional Location
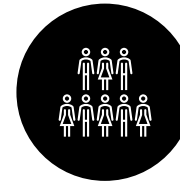
♦ Branch Campus

8

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Committees of the Commission

Executive Committee

Finance Committee

Committee on Membership

Committee on Follow-Up Activities

Committee on Evaluation Reports

Committee on Mid-Point Peer Review

Committee on Applicant and Candidate Institutions
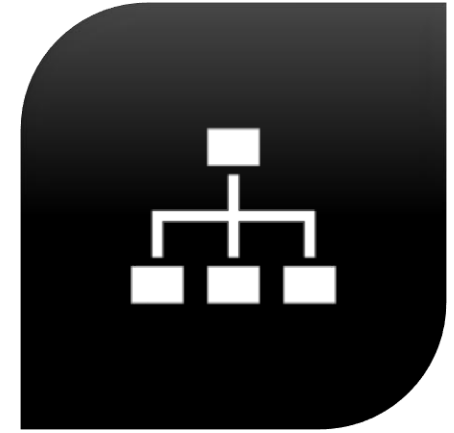
Committee on Substantive Change

The Multi-level Decision-Making Process

PEER EVALUATORS

COMMITTEE ON EVALUATION REPORTS

COMMISSION

Consistency, Equity, Fairness

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Higher Education Public Policy

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The Regulatory Triad

Accreditation agencies ensure that programs and institutions of higher education meet acceptable levels of quality in teaching and learning, and ensure continuous improvement.

Higher Education Institutions and Programs

The U.S Secretary of Education (through the higher education Act) holds accreditors to standards of practice and "recognizes" them as reliable authorities on the quality of education. Students who attend institutions or programs accredited by recognized accreditors can access federal financial aid.

State governments authorize institutions to operate. Control over education differs from state to state. Some states simply require registration, while others have multiple agencies that play a role in institutional oversight.

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Policy Issues

- Sites
- Cohort default rates
- ROI
- Student achievement: Jobs, placement
- Title IX
- Governance
- ROI

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Self-Study Evaluation

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I. Mission and Goals

II. Ethics and Integrity

III. Design and Delivery of the Student Learning Experience

IV. Support of the Student Experience

V. Educational Effectiveness Assessment

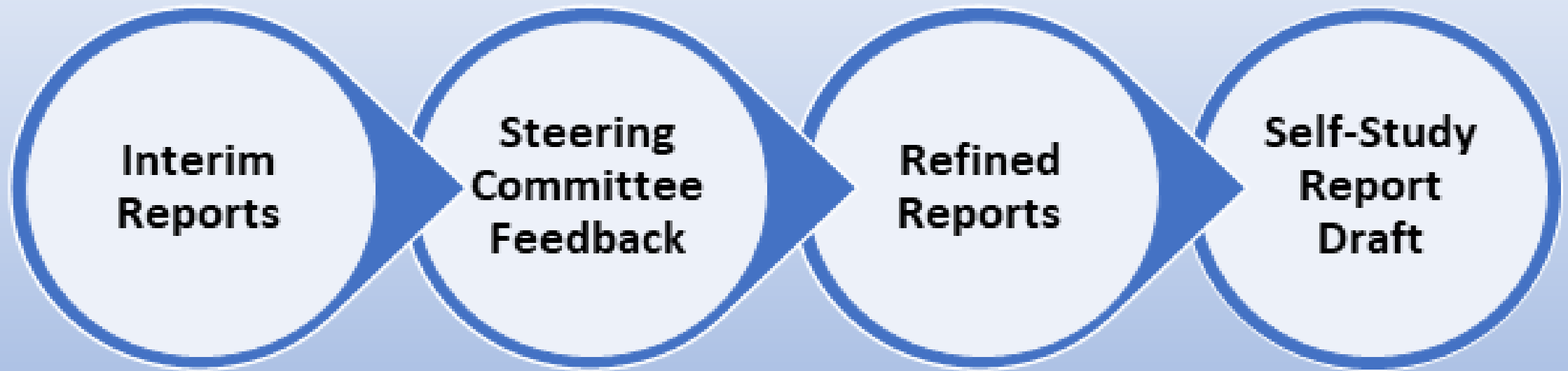VI. Planning, Resources, and Institutional Improvement

VII. Governance, Leadership, and Administration
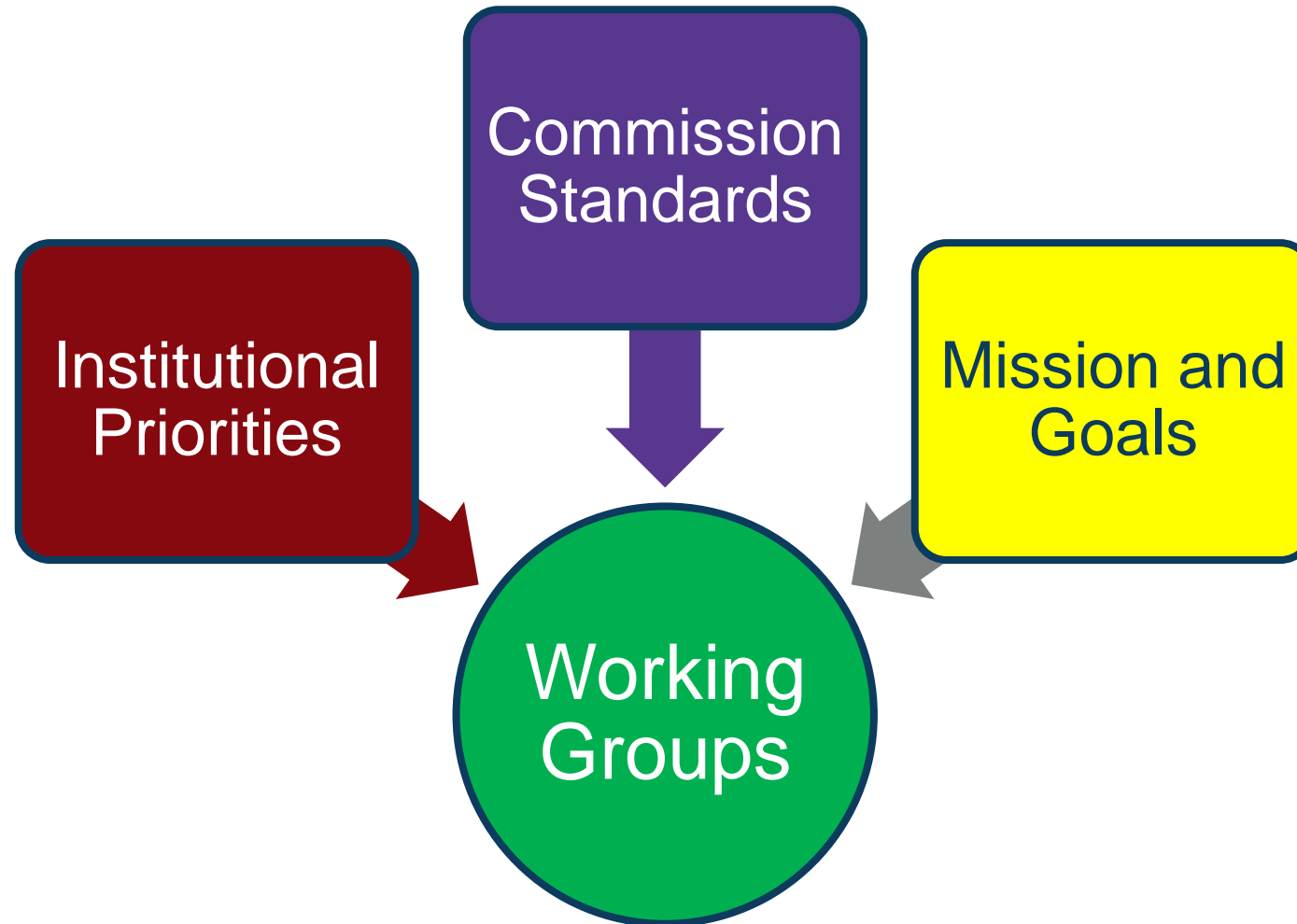
Self-Study Evaluation

➢Institutional self-study and on-site evaluation visit by peer evaluators

➢Focused on Commission expectations and institutional priorities

➢Results in granting or reaffirmation of accreditation or finding of non-compliance

➢May result in Commission recommendations

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Self-Study Design

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Avoiding a "Runaway Train"

Commission Standards

Institutional Priorities

Mission and Goals

Working Groups

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Well-Designed Lines of Inquiry or Research Questions

	Relationship to Mission	Relationship to Designated Priority	Relationship to Accreditation Requirements and Standards
"In what ways does the institution succeed in contracting with third-party providers within the student services domain?"	☒	☒	🧠
"In what ways does the institution vet assessment methods to ensure they are defensible? How can it improve?"	🧠	🧠	😇
"To what extent does the institution include the perspectives of the local community and its employers when evaluating its mission?"	😇	😇	😇

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Organized
- Organizational approach is clear
- Use of executive summaries
- Sign-posting
- Considers audiences

Analytical
- Not purely descriptive
- Assessment information leads to appropriate conclusions
- Objective

Concise
- Maximum of 100 pages single-spaced
- Review of mission, standards and priorities

Fair and Honest
- Consensus-oriented
- Areas of improvement and areas of strength related to assessment-based analysis

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Advice

- Use of qualitative and quantitative data is encouraged. Key issues have to do with the "defensible" or "appropriate" use of evaluation and assessment information. Issues to watch out for: External validity, sustainability, usefulness, "meaningfulness", cost-effectiveness.

- It is growing late in claiming that an institution has "just gotten to" assessment. But this is no longer a pervasive issue across the membership. Issues requiring follow up usually have to do with using assessment information systematically and periodically

- Membership is getting better at documenting compliance with Commission standards and requirements. A common issue has to do with sampling, depicting aggregate information within the self-study draft that is representative, appropriate, and useful to the institution (not the Commission)

- Incorporate analysis within the self-study draft. Do not rely on mere narrative to get the job done.

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Top Evaluation Approaches Used in Self-Study Reports (2020-2022)

Annual Reports

Annual Audit

Student Survey Results

Program Reviews

Consultant or Consulting Agency Reports

Graduation Rates

Practica

Retention Rates

Focus Groups or Listening Sessions

Advisory Board Feedback

Workshop Evaluation Result Summaries

Staff Survey Results

NOTE:
A total of 159 self-study reports were reviewed and 9,601 codes were established across all standards. Evaluation approaches for self-study introductions and conclusions were not codes for this report. For 2020 and 2021, institutions that utilized the priorities-based self-study design were excluded as were those self-study reports submitted in preparation for fall visits for all years.

Latest Evidence Good Practices

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Q&A

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