

ACCSC  
a community of partners  
in education

**Crucial Connections:**  
Emerging Trends and Best Practices

Michale S. McComis  
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ACCSC

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ACCSC  
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**Foundational Thoughts**

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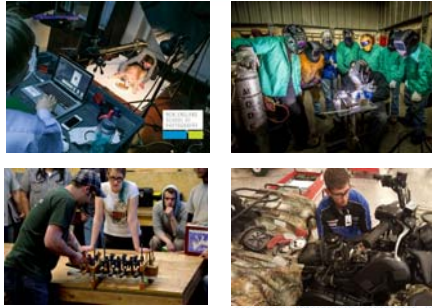
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**Foundational Thoughts**



Meaningful things are happening every day at licensed/accredited institutions.




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**Foundational Thoughts** a community of partners

The enterprise of accreditation is evolving and improving.

- Increase Collaboration
- Responsible Transparency



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**Foundational Thoughts** a community of partners



Demonstrating successful student achievement by remains a significant challenge.

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**Foundational Thoughts** a community of partners



**Challenge:** Change the Dialogue

- From skepticism to confidence.

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ACCSC a community of partners in education

NASASPS

**Foundational Theme:**  
Increased Collaboration & Communication

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Inter-Agency Dialogue: **5 Years-In**

- NASASPS first invited ACCSC to facilitate a Crucial Conversations Session in 2012
- Discussion on ways to enhance communication, connection, and collegiality between states and accreditors
- Discussion on ways to enhance monitoring of institutional operations, optimizing inter-agency collaboration

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Increased Collaboration & Communication

**The TRIAD as we know it no longer exists.**

Accreditor

Student

Federal

State

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**Increased Collaboration & Communication**

Today, there is a vast network of regulatory partners that are examining institutional performance.

a community of partners

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**Increased Collaboration & Communication**

As well as...accreditor performance.

a community of partners

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**Increased Collaboration & Communication**

a community of partners

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**On-Going Pressure Point:  
School Closures**

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**On-Going Pressure Point: School Closures**



- Sudden But Controlled and Responsible**  
A school is facing significant financial matters and needs to close within some period of time (weeks to months) and works to find teach-out options for students.
- Long Term Planned Closure**  
A school, as part of a strategic plan or consolidation, decides to close one of more of its locations. Typically the school teaches out its own students and then closes.
- Precipitous**  
School locks its doors and doesn't inform students. Precipitous school closures tend to unfold rapidly, place tremendous stress on each member of the triad, and require significant collaboration.

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**3Rs: Realistic, Reliable, Ready-Access: School Closures**



- Institutions need to be **realistic** in identifying their ability to continue to operate when facing significant financial challenges.
- The primary goal is to get relevant, **reliable information** into the hands of students as quickly as possible
- Organization of, and **ready access** to, student records is of paramount importance if students are going to have the opportunity to continue their education.

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**Independent Verification:  
From *Skepticism* to *Confidence***

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**Independent Third-Party Verification: Purpose**



- To assess a school's compliance with established student achievement benchmarks and whether the school maintains *verifiable records* of employment
- To ensure that an institution's *records can be relied upon* in *making decisions* about a school's compliance with the accreditor's student achievement standards and benchmarks

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**Independent Third-Party Verification: Purpose**



- What constitutes an *employed graduate* in a training related field ?
  - How does a school justifies that classification?
- The school is responsible for justifying, with documentation, every graduate classified as employed.
  - The burden of compliance rests with the institution.

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Independent Third-Party Verification: **Random Sampling**

How Often? • Every Year (by ACCSC)

How Many? • 10% of ACCSC-Accredited Schools

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Independent Third-Party Verification: **Accreditation Process**

How Often? • Once Every 5 Years (by School)

How Many? • 50% Sample of all Programs

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Independent Third-Party Verification of Employment Results

- Independent from the School
- Either Verbally or In Writing
- From Employer or Graduate
- Results to On-Site Evaluation Team / ACCSC

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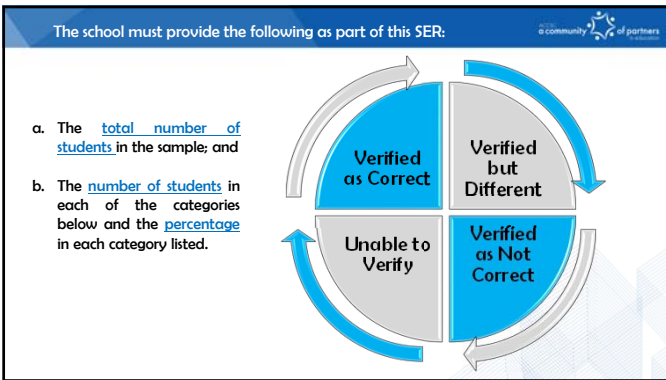
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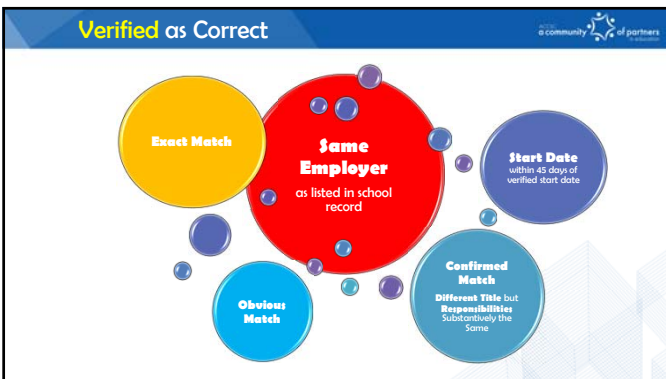
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**Verified as Correct: Automotive Technology**

A completed employment record for a graduate from the Automotive Technology program indicates the graduate as being employed in field as a **Mechanic**.

- Exact Match**
  - Mechanic
- Obvious Match**
  - Auto-Mechanic
- Confirmed Match**
  - Technician II
  - Confirmed by Employer or Graduate as **substantively similar**
  - Job Responsibilities

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**Verified but Different**

- Start Date is **MORE THAN 45 Days** Different
- Verified but Different**
- Substantively Different Job Title**
- Not an Obvious Match or Confirmed Match**

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**Unable to Verify**

- Unable to obtain verification of the school's employment record**
- Unable to Verify**
- From either the Employer**
- Or the Graduate**
- Work Number**

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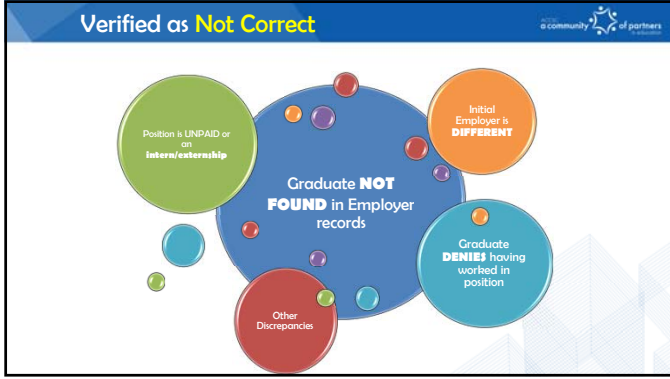
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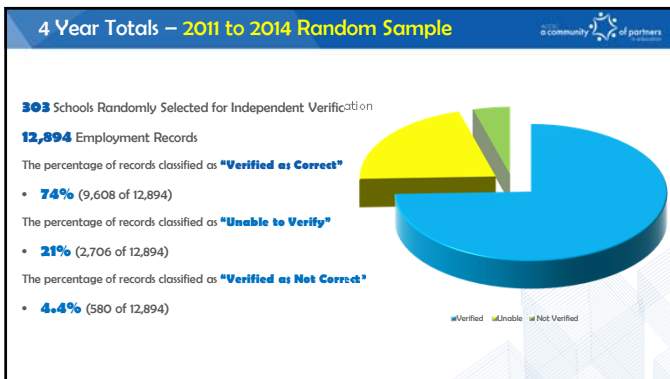
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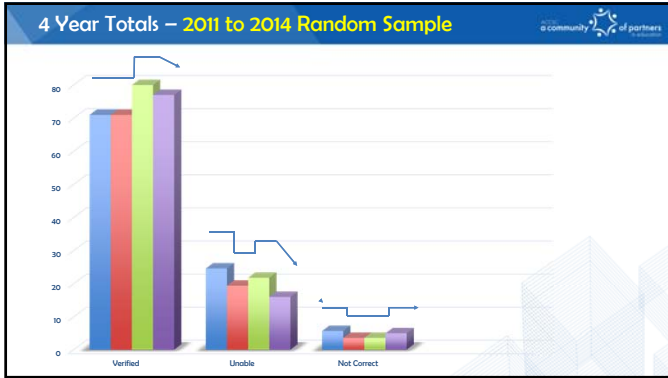
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### Independent Verification: 2 Year Totals

**204** Schools with Results

- **28** Different Independent Third Parties
- **13,509** records

**90%** (184 of 204) schools met the required **50%** sample.

- **15%** (31 of 204) submitted 100% samples.

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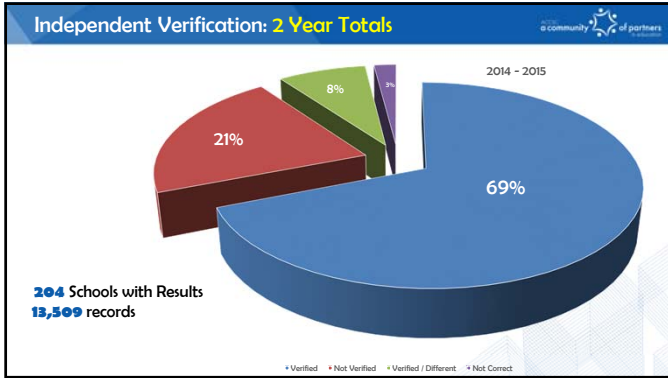
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### Independent Verification: 2014/15 Accreditation Cycle

	Verified as Correct	Not Verified	Verified but Different	Not Correct
January 2014	59% (1,586 of 2,668)	30% (808)	8% (205)	3% (69)
March 2014	78% (9,95 of 1,270)	13% (163)	7% (91)	2% (21)
July 2014	77% (2,344 of 3,026)	16% (493)	5% (143)	2% (46)
September 2014	57% (1,359 of 2,365)	28% (655)	13% (312)	2% (39)
January 2015	70% (2,255 of 3,237)	17% (540)	11% (356)	2% (66)
March 2015*	65% (617 of 943)	14% (129)	19% (180)	2% (17)
<b>Overall</b>	<b>68%</b> (9,156 of 13,509)	<b>20.5%</b> (2,788)	<b>9.5%</b> (1,287)	<b>2%</b> (278)

\*Inclusive of schools that underwent an on-site evaluation

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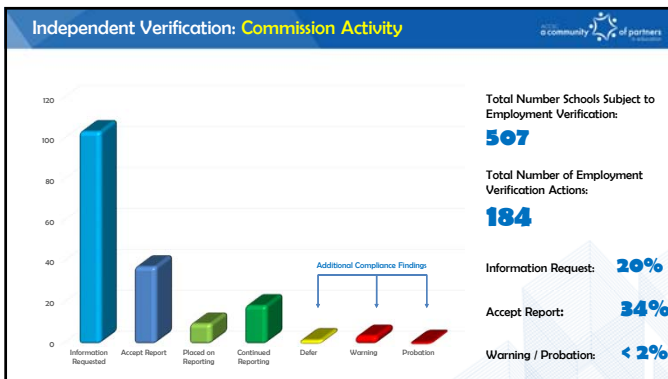
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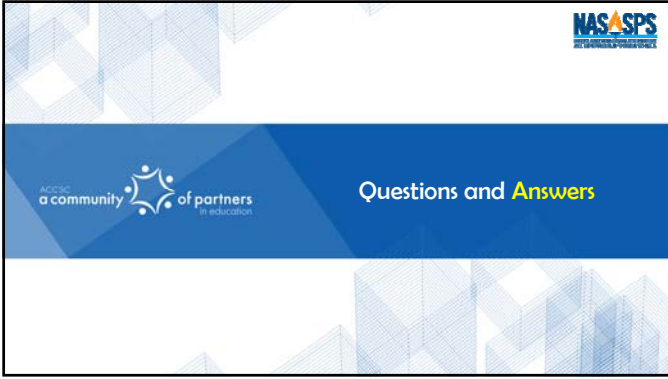
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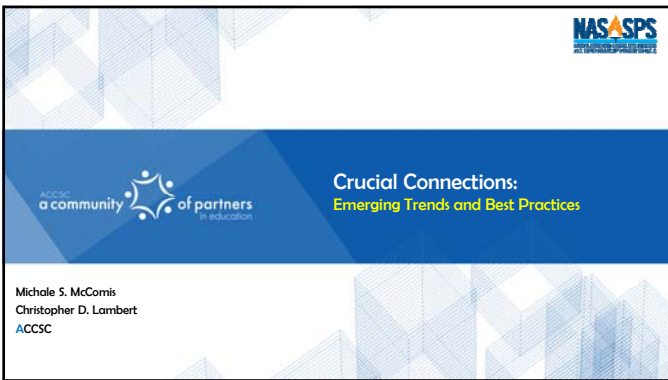
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The slide features a blue and white geometric pattern background. In the top right corner is the NASASPS logo. The central blue band contains the ACCSC logo on the left and the text "Crucial Connections: Emerging Trends and Best Practices" on the right. Below the blue band, the names "Michale S. McComis" and "Christopher D. Lambert" are listed, along with the ACCSC logo.

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