Meaningful things are happening \textit{every day} at licensed/accredited institutions.
The enterprise of accreditation is evolving and improving.

- Increase Collaboration
- Responsible Transparency

Demonstrating successful student achievement by remains a significant challenge.

Challenge: Change the Dialogue
- From skepticism to confidence.
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.

Increased Collaboration & Communication

The TRIAD as we know it no longer exists.

Accreditor

Student

Federal

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

As well as...accreditor performance.

Shared Responsibilities
- Participation in On-Site Evaluation Process
- Consistency

Sharing of Information
- Full Access of Actors
- Prioror Agreement
- Clear Standards for Data Exchange

Increased Collaboration & Communication
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.

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.
Independent Verification: From Skepticism to Confidence

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.

- What constitutes an employed graduate in a training related field?
- How does a school justify that classification?

- The school is responsible for justifying, with documentation, every graduate classified as employed.
- The burden of compliance rests with the institution.
Independent Third-Party Verification: Random Sampling

- How Often? • Every Year (by ACCSC)
- How Many? • 10% of ACCSC-Accredited Schools

Independent Third-Party Verification: Accreditation Process

- How Often? • Once Every 5 Years (by School)
- How Many? • 50% Sample of all Programs

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
Verification Categories

a. The total number of students in the sample; and
b. The number of students in each of the categories below and the percentage in each category listed.

The school must provide the following as part of this SER:

- Verified but Different
- Unable to Verify
- Verified as Not Correct
- Verified as Correct

- Same Employer as listed in school record
- Start Date within 45 days of verified start date
- Obvious Match
- Confirmed Match
- Substantively the Same but Different Title
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
- Substantively Different Job Title
- Not an Obvious Match
- Confirmed Match

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**Unable to Verify**

- Unable to obtain verification of the school's employment record
- From either the Employer or the Graduate
- Work Number
Graduate NOT FOUND in Employer records.

Other Discrepancies

Initial Employer is DIFFERENT

Graduate DENIES having worked in position.

Verified as Not Correct

4 Year Totals – 2011 to 2014 Random Sample

303 Schools Randomly Selected for Independent Verification

12,894 Employment Records

The percentage of records classified as "Verified as Correct"

- 74% (9,608 of 12,894)

The percentage of records classified as "Unable to Verify"

- 21% (2,706 of 12,894)

The percentage of records classified as "Verified as Not Correct"

- 4.4% (550 of 12,894)

Independent Verification Results

301 – 2014 ASCC Annual Report

- 303 Schools Randomly Selected for Independent Verification

12,894 Employment Records

The percentage of records classified as "Verified as Correct"

- 74% (9,608 of 12,894)

The percentage of records classified as "Unable to Verify"

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The percentage of records classified as "Verified as Not Correct"

- 4.4% (550 of 12,894)
4 Year Totals – 2011 to 2014 Random Sample

Independent Verification Results

- 2014 / 2015 – Accreditation Cycle

- 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.
### Independent Verification: 2 Year Totals

- **2014 - 2015**
  - Verified: **69%**
  - Not Verified: **21%**
  - Verified / Different: **8%**
  - Not Correct: **3%**

- **204 Schools with Results**
- **13,509 records**

### Independent Verification: 2014/15 Accreditation Cycle

<table>
<thead>
<tr>
<th></th>
<th>Verified as Correct</th>
<th>Not Verified</th>
<th>Verified but Different</th>
<th>Not Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2014</td>
<td>50% (1,586 of 3,172)</td>
<td>20% (639)</td>
<td>8% (260)</td>
<td>2% (43)</td>
</tr>
<tr>
<td>March 2014</td>
<td>78% (2,668 of 3,373)</td>
<td>13% (443)</td>
<td>7% (235)</td>
<td>2% (43)</td>
</tr>
<tr>
<td>July 2014</td>
<td>77% (2,609 of 3,373)</td>
<td>16% (539)</td>
<td>5% (164)</td>
<td>2% (43)</td>
</tr>
<tr>
<td>September 2014</td>
<td>57% (1,270 of 2,256)</td>
<td>28% (667)</td>
<td>16% (363)</td>
<td>2% (43)</td>
</tr>
<tr>
<td>January 2015</td>
<td>70% (2,255 of 3,237)</td>
<td>17% (540)</td>
<td>11% (356)</td>
<td>2% (86)</td>
</tr>
<tr>
<td>March 2015*</td>
<td>65% (943 of 1,446)</td>
<td>14% (206)</td>
<td>19% (280)</td>
<td>2% (17)</td>
</tr>
<tr>
<td>Overall</td>
<td>68% (9,156 of 13,509)</td>
<td>20% (2,788)</td>
<td>9.5% (1,287)</td>
<td>2% (278)</td>
</tr>
</tbody>
</table>

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

### Independent Verification: Commission Activity

- **Total Number of Schools Subject to Employment Verification:** **507**
- **Total Number of Employment Verification Actions:** **184**
  - Information Request: **30%**
  - Accept Report: **34%**
  - Warning / Probation: **< 2%**