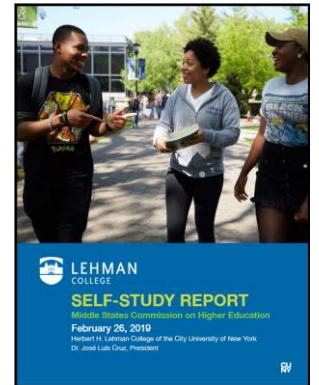


Accreditation Findings: A Snapshot



LEHMAN
COLLEGE

CUNY



May 2025

Workshop Outcomes

Attendees will be familiar with:

- The Institutional Accreditation Review Cycle and Ongoing Monitoring Activities
- The Annual Institutional Update (AIU)
- The two accreditation standards that most frequently require follow-up from Self-Study Reports
- The major issues requiring follow-up from Self-Study Reports

Accreditation Review Cycle and Ongoing Monitoring

- Eight-Year accreditation review cycle that involves a Self-Study Report and an On-Site Evaluation Visit
 - **Next Self-Study Report and On-Site Visit: 2027-2028**
- Ongoing Monitoring: Each institution submits and verifies data and uploads select documents for an Annual Institutional Update (AIU)

The Annual Institutional Update (AIU)

- Data for finances, federal financial responsibility, enrollment, student success
- Follow-up generally occurs in a Supplemental Information Report
- Applies to accredited and candidate institutions

AIU Indicators

Indicator 1: Student Achievement

- The 6-year graduation rate for the most recent AIU report is below **40%**

Indicator 2: Annual Enrollment-FTE

- Annual FTE enrollment has fluctuated by more than **15%** during the past two years

AIU Indicators

Indicator 3: Financial Health

- Ending Net Assets
- Composite Financial Index (CFI) or alternative appropriate ratios
- Change in Net Assets

AIU Indicators

Indicator 4: Federal Financial Responsibility

- Financial Responsibility Composite Score
- Cohort Default Rate
- U.S. DOE Program Reviews
- Significant Enrollment Growth
- Financial and Compliance Audits
- Audit opinions expressing going concern issues or adverse, qualified, disclaimed opinions
- Heightened Cash Monitoring (HCM)
- Provisional Program Participation Agreement

AIU Outcomes: 2022-2024



- 2022: MSCHE focused on the financial health of institutions (**Indicator 3**)
- 2023: MSCHE focused on enrollment and student success (**Indicators 1 and 2**)
- 2024: MSCHE focused on enrollment and student success (**Indicators 1 and 2**)
- 220 institutions (more than 40% of MSCHE-accredited/candidate schools) received requests for follow-up from the 2022-2024 AIUs
- Requests for follow-up concerned 489 issues

AIU Outcomes: 2022-2024

- Institutions received follow-up on 1.1 issues per school per AIU cycle

Number of Issues:

Issues	Number	Percentage
1	395	89.4%
2	47	10.6%

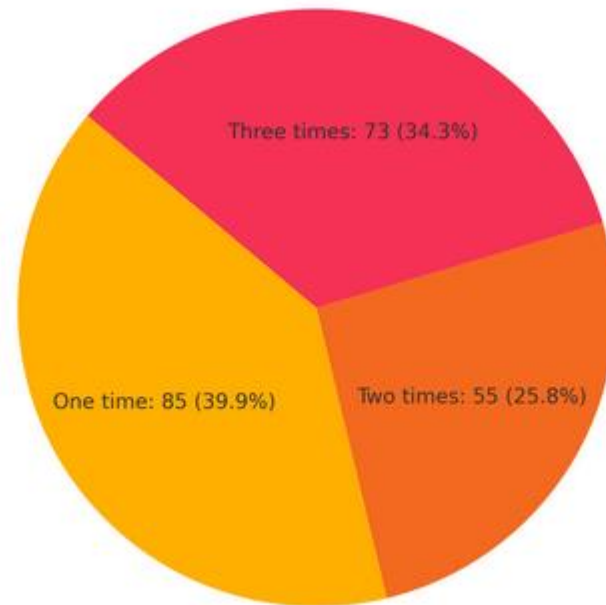
AIU Outcomes: 2022-2024

Issues By Year

AIU	Enrollment-FTE		Financial Health		Student Achievement	
	Number	Percentage	Number	Percentage	Number	Percentage
2022	4	10.8%	30	81.1%	3	8.1%
2023	141	47.5%	0	0.0%	156	52.5%
2024	75	48.4%	0	0.0%	80	51.6%
All	220	45.0%	30	6.1%	239	48.9%

AIU Follow-Up: 2022-2024

Number/Percentage of Follow-up Requests



AIU Follow-Up: 2022-2024

Tracking AIU Citations Across Control and Carnegie Classification:

Control	Carnegie Full	Enrollment	Finances	Student Achievement
Private FP	Baccalaureate	54%	8%	39%
	Master's	50%	0%	50%
	Special Focus	81%	0%	19%
Private NP	Associate's	100%	0%	0%
	Baccalaureate	43%	0%	57%
	Baccalaureate/Associate's	50%	0%	50%
	Doctoral/Professional	20%	0%	80%
	Doctoral/Research	100%	0%	0%
	Master's	49%	1%	50%
	N.A.	94%	6%	0%
	Special Focus	75%	0%	25%
Public	Associate's	28%	1%	71%
	Baccalaureate	24%	24%	52%
	Baccalaureate/Associate's	27%	13%	60%
	Doctoral/Research	25%	38%	38%
	Master's	16%	27%	57%
	N.A.	40%	10%	50%
	Special Focus	62%	15%	23%

Applies to Lehman College

Self-Study Outcomes: Metadata

- MSCHE Outcomes from Self-Study Evaluations from 2021-2024
- Re-accreditation (not initial accreditation)
- 7 accreditation standards
- 257 Commission actions
- 118 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 referenced in each accreditation standard

Commission Actions

- **No Follow-up:** 54% of Self-Study Evaluations
- **Follow-up:** 46% of Self-Study Evaluations

Overview of Follow-Up Requests

118 Self-Study Reports:

- Mean number of accreditation standards cited: 2.0
- Median number of accreditation standards cited: 2.0
- Distribution of follow-up request by number of standards cited:
 - 1 standard: 37% of follow-up requests
 - 2 standards: 40% of follow-up requests
 - 3 standards: 16% of follow-up requests
 - 4 standards: 3% of follow-up requests
 - 5 or more standards: 3% of follow-up requests

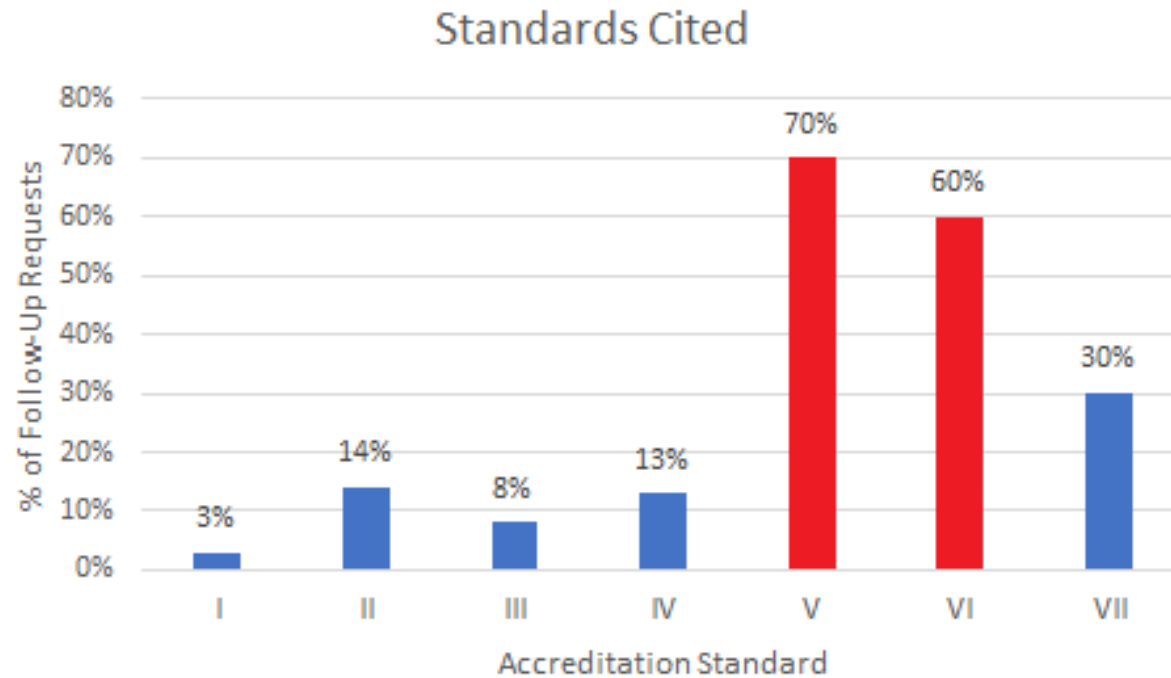
Overview of Follow-Up Requests

Tracking Self-Study Citations Across Control and Carnegie Classification:

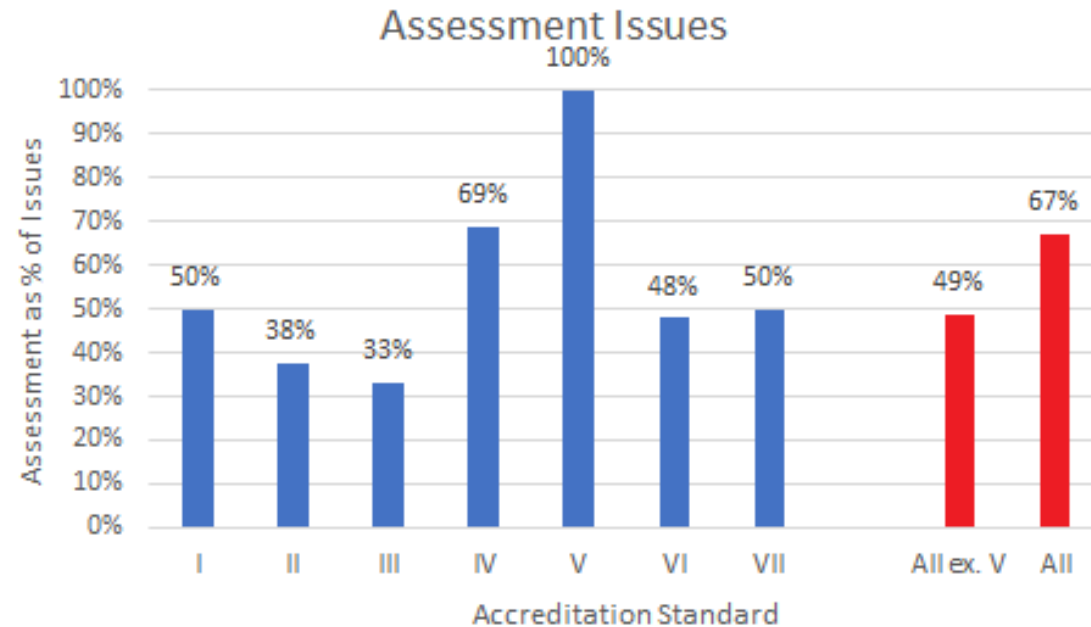
Control	Carnegie Full	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Private FP	Baccalaureate						100%	
	Special Focus		13%	13%		13%	25%	38%
Private NP	Associate's	14%	14%	14%	14%	14%	14%	14%
	Baccalaureate		5%	3%	3%	41%	30%	19%
	Baccalaureate/Associate's					100%		
	Doctoral/Professional		9%		9%	27%	36%	18%
	Doctoral/Research					67%	33%	
	Master's		3%	6%	9%	37%	37%	9%
	None		25%				50%	25%
	Special Focus	5%	7%	2%	7%	33%	33%	12%
Public	Associate's		8%		8%	42%	17%	25%
	Baccalaureate		10%	10%	10%	40%	30%	
	Baccalaureate/Associate's					100%		
	Doctoral/Research	14%				43%	29%	14%
	Master's				21%	36%	21%	21%
	N.A.		11%	11%		33%	33%	11%
	Special Focus		14%	14%		29%	43%	

Applies to Lehman College

Standards Cited for Follow-Up



Assessment Issues



A Closer Look

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

Standard I: Mission and Goals

- Alignment of the institution's mission and goals: 50%
- Periodic assessment of the relevancy and effectiveness of the institution's mission and goals: 50%

Standard II: Ethics and Integrity

- Compliance with all applicable federal, state, and Commission policies and regulations: 38%
- Periodic assessment of the effectiveness of institutional policies and procedures: 38%
- Campus climate that fosters respect among all constituents: 25%

Standard III: Student Learning Experience

- General Education program offers sufficient scope/consistent with Higher Education expectations: 22%
- Periodic assessment of the effectiveness of General Education: 22%
- Adequate review and approval on student learning opportunities designed, delivered, and assessed by third-party providers: 22%

Standard IV: Support for the Student Experience

- Assessment of programs supporting the student learning experience: 56%
- Improvement of key indicators of student success, including retention and graduation rates: 19%
- Clearly stated policies, processes and programs to admit, retain, and facilitate student success: 13%
- Processes to disaggregate and analyze student achievement data: 13%

Standard V: Educational Effectiveness Assessment

- Organized, systematic, and sustainable process for student learning goals/student achievement: 52%
- Use of assessment results to improve teaching and learning/educational effectiveness/student achievement: 44%
- Student learning programs that are characterized by coherence and appropriate assessment: 20%

Standard VI: Planning, Resources, and Institutional Improvement

- Institution's resources are sufficient to fulfill its mission and goals: 32%
- Alignment/linkage of planning processes, resources, and structures: 21%
- Organized and systematic assessments that evaluate the extent of institutional effectiveness: 17%
- Organized and systematic assessment of nonacademic units: 16%

Standard VII: Governance, Leadership, and Administration

- Clearly articulated/transparent governance structure that outlines roles and responsibilities: 32%
- Systematic procedures for evaluating administrative units and for using assessment data to enhance operations: 21%
- Periodic assessment of the effectiveness of governance, leadership, and administration: 21%

Uses of Accreditation Findings

- Promoting an accreditation-informed campus
- Identifying and understanding areas that are emphasized by MSCHE
- Thinking about evidence related to each of those areas (what is needed, what exists, and what should be documented)
- Identifying opportunities for institutional improvement and proactively addressing them prior to the next re-accreditation
- **Thinking about research questions to inform the next Self-Study Report**

Uses of Accreditation Findings

Standard V: Educational Effectiveness Assessment

Issue Cited: Use of assessment results to improve teaching and learning/educational effectiveness/student achievement (44% of Standard V citations)

Research Question	Evidence to Support
1. How does Lehman College use assessment data to revise pedagogy, curriculum, and institutional practices to improve learning outcomes?	<ul style="list-style-type: none">• Faculty development agendas with assessment-driven themes• Revised syllabi or assignments tied to assessment findings• Departmental meeting minutes showing response to SLO trends• Examples of redesigned courses or instructional strategies
2. What mechanisms ensure that assessment findings contribute to improved student achievement and closing equity gaps?	<ul style="list-style-type: none">• Disaggregated learning outcome data (e.g., by race/ethnicity, modality)• Intervention programs developed based on assessment• Student support service data linked to performance gaps• Longitudinal analysis of course pass-rates, DFIW rates, graduation rates before and after changes

Key Takeaways

40%+ institutions received AIU follow-up (2022-2024)



Key Finding

46% of Self-Study Evaluations required follow-up



Key Finding

Standards V and VI were the most frequently cited



Key Finding

Questions



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