



Making Disciples

ABHE ANNUAL MEETING

FEBRUARY 19-21, 2025

ROSEN PLAZA HOTEL | ORLANDO, FL

Reporting and Other Processes for Accreditation Liaisons

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ABHE

- Annual Institutional Update (3 Deadlines)
 - Annual Institutional Directory Updates (August 15-September 15)
 - Annual Institutional Update (October 1-November 15)
 - Documentation
 - Enrollment
 - Faculty
 - Completion
 - Admissions/Retention
 - Annual Institutional Update (October 1-December 15)
 - Finance/Financial Audit

- The Directory (accessed at <https://abhe.weaveeducation.com>) and publicly available at <https://abhe-dir.weaveeducation.com/> should be kept CONTINUOUSLY UP TO DATE!
- Annual reporting deadlines carry with them a late fee when submitted after the due date. See the Report Guide for detailed information about late fees.



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- By policy, ABHE monitors several metrics:
 - TOTAL Unduplicated Headcount Change from Last Year (>50/<-20)
 - TOTAL Qualified Educational Staff (<80)
 - Graduation Rate (<25)
 - Retention Rate (<25)
 - FRCS (<1.5)
- Practically speaking, ABHE is working to make this data available “back to you.” Would you like to see a demonstration of what we are working on?

Overview

- ▶ AIU
- ▶ Progress report
- ▶ PRSC issues and best practices
- ▶ Substantative change
- ▶ Q&A



1st Step

Don't just start writing.

01

Try to **review** the last 3-5 years of action letters and your responses before starting to write.



02

Review the **action letter** requiring the progress report and identify the **purpose** of the progress report.



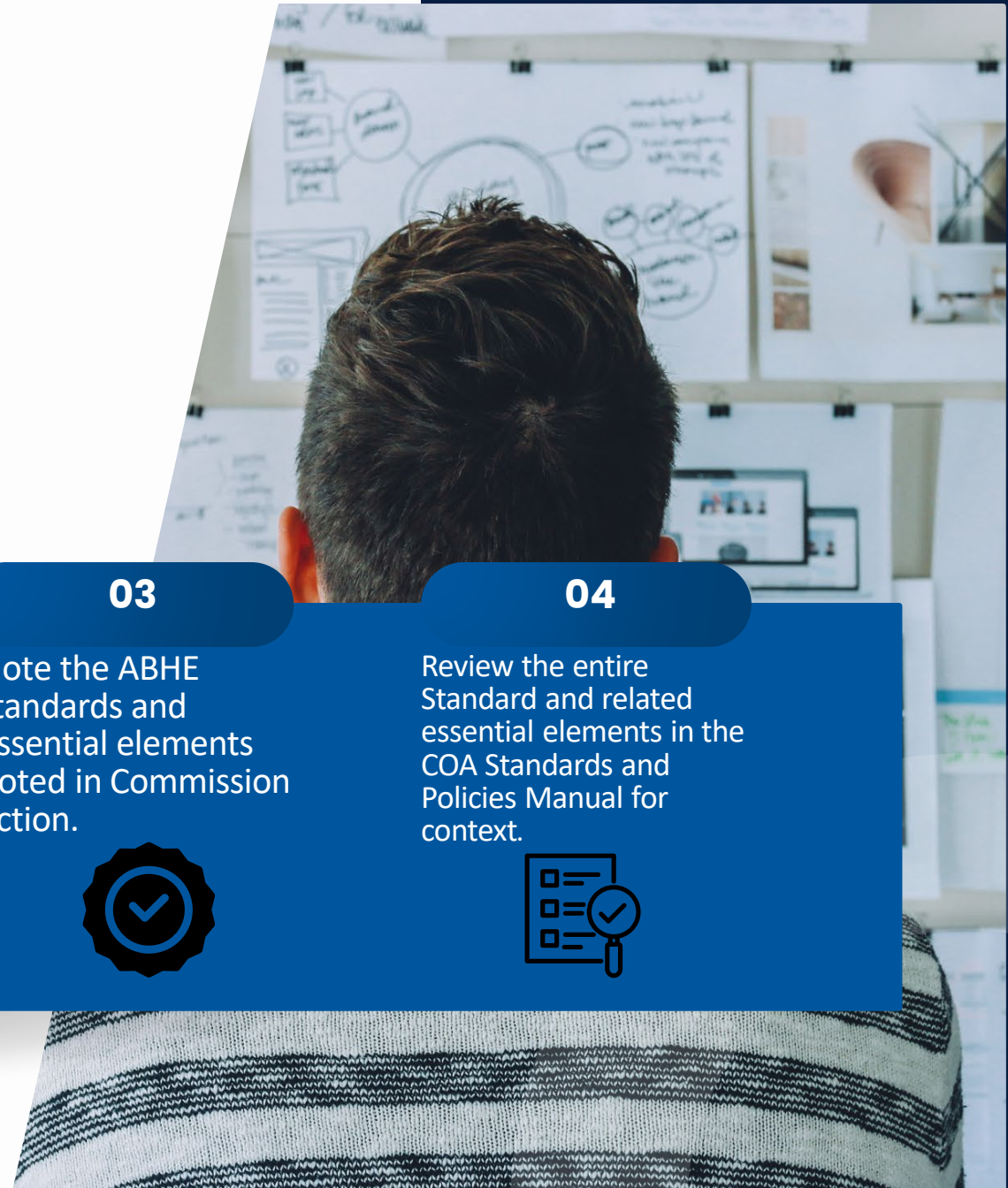
03

Note the ABHE standards and essential elements noted in Commission action.



04

Review the entire Standard and related essential elements in the COA Standards and Policies Manual for context.



2nd step

**Write a progress report
carefully documenting
progress on each concern
noted in the Action Letter.**





✓ Things to remember when you write.

01

Include **narrative** addressing the institution's compliance with each bulleted concern noted in the Commission action.

02

All assertions in the progress report should be supported with **documented evidence**.

03

Address COA concerns in the last Action letter AND Update COA on progress toward achieving ABHE Accreditation standards.

04

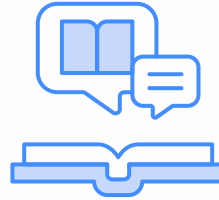
Focus on the specific concern and answer all aspects of the concern.

Format and Content



Brief but thorough

- Documents in Word or PDF
- Exhibits can be up to 20-25 pages



Tell the story

Descriptive Narrative

- What was accomplished this past year?
- What are next steps, and when will they be done?



Prove it

- Documentation Exhibits
- Number all exhibits
- Website, handbook

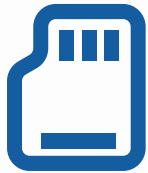


DUE DATE

**The progress Report with supporting evidence is due
by**

November 15 each year.

This is how commissioners read and assess.



Analyze Motions and Standards.

Review the original motions outlined.
Evaluate compliance.



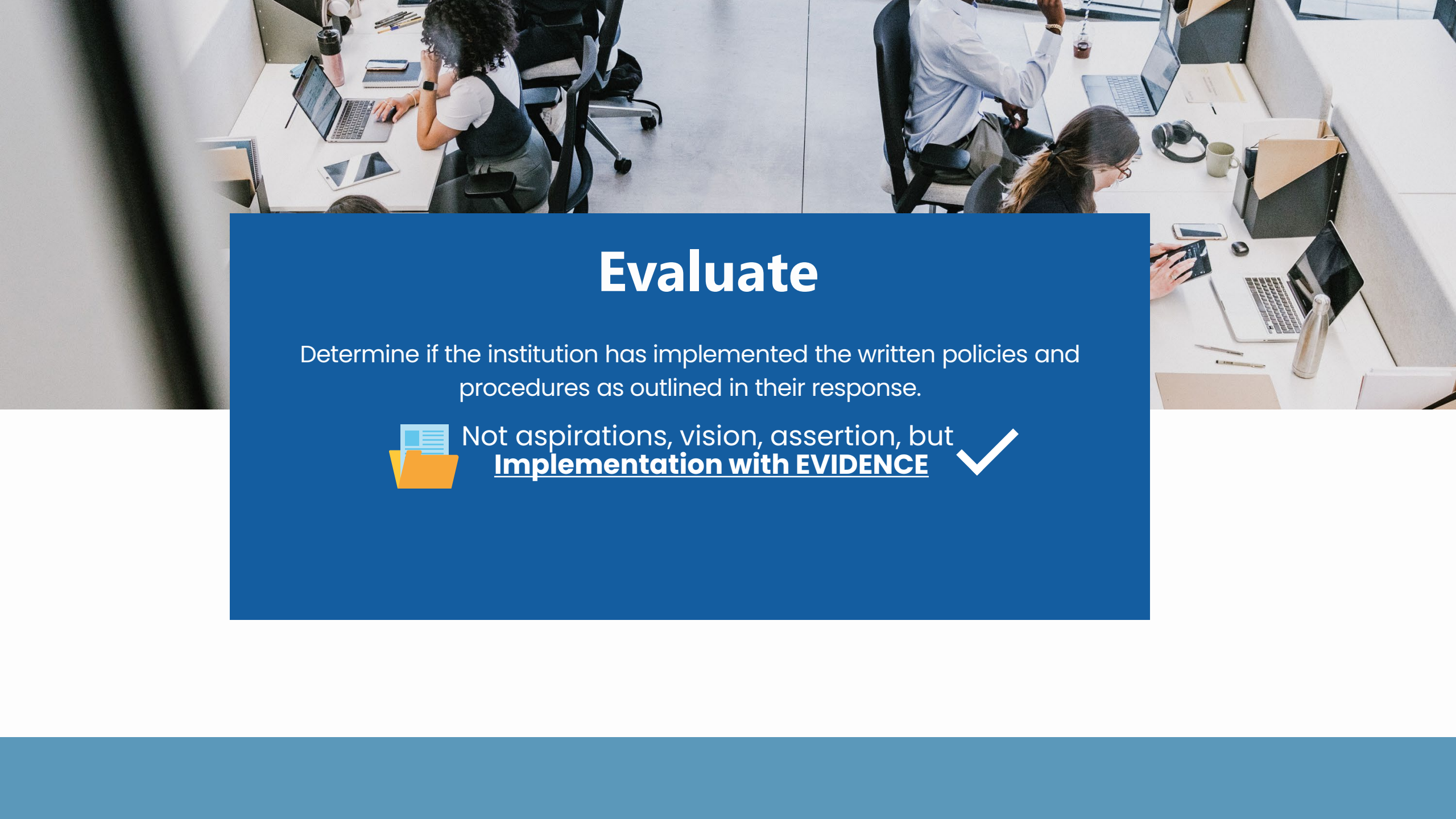
Assess Institutional Responses

Identify if the institution has
provided evidence supporting
their compliance or progress.



Evidence and Documentation

Check the required evidence.
Note the location of these
documents.
(Exhibit files, website, handbook...)



Evaluate

Determine if the institution has implemented the written policies and procedures as outlined in their response.



Not aspirations, vision, assertion, but
Implementation with EVIDENCE



WRITE THE PROPOSED MOTIONS.

- Review the range of possible motions from the ABHE commission Handbook.
- Clearly articulate the proposed motion, including reasons for approval or disapproval. Reference specific standards, evidence and findings to support the motion.
- Ensure all supporting documentation is included and properly referenced. Submit the final report and discuss.

10 Common Issues + Tips (Commissioner's Perspective)

Problem 01

Faculty documentation

- Lack of appropriate documentation for faculty's academic preparation and professional expertise



TIPS

- Faculty roster & qualifications
- Faculty documentation
- Maintenance of up-to-date faculty file



Problem 02

Course outcome

Current course
outcomes not
MEASURABLE and
lack of supporting
data



Tips

- Measurable outcomes
- Regular and through assessment of the courses and student learning outcomes

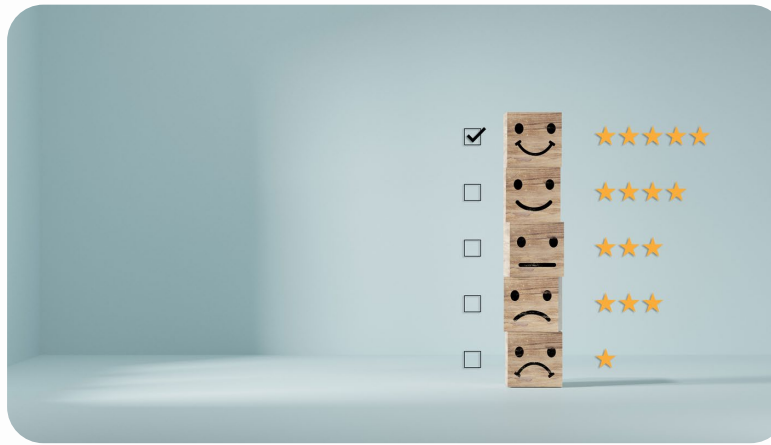


Addressing Concerns



Problem 3 Board Member Orientation

- No detailed **procedures or policies** for recruiting, orienting or developing board members
- Lack of procedure



Problem 4 Faculty Performance Evaluation

- No **documented steps for improvement** from evaluation



Problem 5 Learning resources

- Inadequate planning and implementation

Exemplary work

When writing a report on implementation and communicating different statuses, it is essential to present progress clearly and effectively.



Progress bar

It shows the percentage completion of different tasks.



Create **tables** with columns for task descriptions, assigned personnel, start and end dates and current status



Timeline

Display project timelines with start and end dates for each task.



Percentage completion

Provide percentage completion for each task or phase

Narrative Summary

Provide a written summary of progress, highlighting key achievements, challenges and next steps.



Common issues and solutions

6. New Degree Program review



- No evidence of plan to **differentiate academic rigor**
- Academic rigor, insufficient evidence

7. Website Information



- **Website inconsistencies and missing information**
- Multiple sites /multiple languages
- Website update: Consistency among multiple website of the institution.

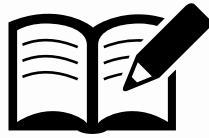
8. Compliance and Accountability



- Lack of compliance with ABHE standards,
- Need for **transparent communication**
- Continuous monitoring and evaluation of learning resources

Exemplary Work

Demonstrating the rigor of different academic program



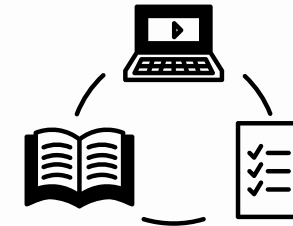
Curriculum design and diverse assessment

- Course content, Capstone projects
- Awards and ranking, prerequisite
- Program assessment review rubric
- Diverse assessments: exams, presentations, peer review, internship, dissertation



Faculty Qualifications

- Expertise
- Research contributions, transcript,
- Academic conference, certification



Learning outcomes

Clearly defined and written in the academic catalog and the website for each program.

- Skills and competencies
- Student workload
- Credit hours, assignments and assessments
- Research opportunities (Publications and presentations)
- Program outcomes: graduation rate, employment rates

Common issues

Problem 9

Lacks comprehensive assessment plan or rubric for reviewing academic departments

Problem 10

General objectives

- Insufficient specific learning objectives for individual program
- Program outcomes, visibility, website



Assessment and evaluation

Exemplary work

01

Clear goals and objectives of the program (measurable learning outcomes)

02

Curriculum review and faculty qualifications and performance

03

Program resources and support (library and learning resources, student support services) ,Student survey, advisory boards

04

Assessment Methods: Exams, projects, portfolios, focus group, interview
Assessment reports (compile comprehensive assessment reports detailing methods, findings and action plans.)
Data analysis, Action plans and follow-up

IN SUMMARY,

THE MOST COMMON REASONS A PROGRESS REPORT MAY BE DISAPPROVED.

- Report did NOT focus on the concerns in the Action Letter. (extraneous information)
- Report did not address ALL the concerns listed in the Action Letter.
- Report did not provide **documentation** or **evidence** to support the claims of improvement.

COA STAFF TIPS

Any ideas?



- “Don’t write the report until you review the last three years of action letters and your responses to them. You need to know your own history, document your progress, and keep this history with the commission.”



- “When addressing concerns, read like an exegete. Focus on the specific concern. Answer all aspects of the concern.”



- “Please make sure to read the specific elements carefully so that you don't miss anything.”

- Most important advice I can give you: USE THE NEW FORMS!
<https://www.abhe.org/accreditation/accreditation-documents/>
- All substantive changes submitted after January 31, 2025 must use the new form.
- Please study the *Policy on Substantive Change* so that you know what changes require either notification or completion of a proposal.

- Internal Approvals or Explanations of Internal Approval Processes
- State/Provincial Approval
- Other External Approvals
- Curriculum (Including Course Descriptions)
- Faculty Documentation (Especially CVs)
- Learning Resources
- Revenue and Direct/Indirect Expenses for 3 years (*Pro Forma for new programs*)
- Assessment Plan
- Memorandums of Understanding

Questions?