

# Student Achievement Assessment in ACCSCT Accredited Institutions

Michale S. McComis, Ed.D.  
Associate Executive Director  
ACCSCT

# Student Achievement Assessment in ACCSCT-Accredited Institutions

- The Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT):
  - Founded in 1967
  - Accredits 780 Institutions nationally
  - Private For-Profit Institutions
  - Programs in trade and vocational fields
  - Career Education

# Student Achievement Assessment in ACCSCT-Accredited Institutions

## Vocational Forms of Assessment

- Use of Program Advisory Communities
  - Develops curricula and objectives in conjunction with employment community
- Demonstrated competence of objectives
  - Hands on Assessment
  - Allows for students to “show their work”
  - Students must show the instructor that they can “do” something
- Portfolio review
  - Use of rubrics to frame competence assessment
- Externships
  - Competence assessment in the workplace
  - Assessment mechanisms required by accreditation
- Rates of Graduation and Employment Attainment
  - Feedback loop from employment community regarding graduate competence
  - Retraining and refresher opportunities

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- Institutional Assessment and Improvement Planning
  - Use graduation and employment rates to assess institutional performance
  - Create student-centered assessment designs
  - Assess areas that need improvement
- Traditional forms of assessment
  - Grading and Progress Assessment
    - Prescribed intervals of assessment and progress reporting
    - Prescribed actions if below required performance
- Integrating technical education with academic education
  - Teach general education for a real-world setting
    - Employer feedback helps to inform this process and modes of assessment
  - Overall, institutions struggle in this area
  - Rely heavily on traditional grading
  - Not enough assessment of outcomes achievement – particularly in general education

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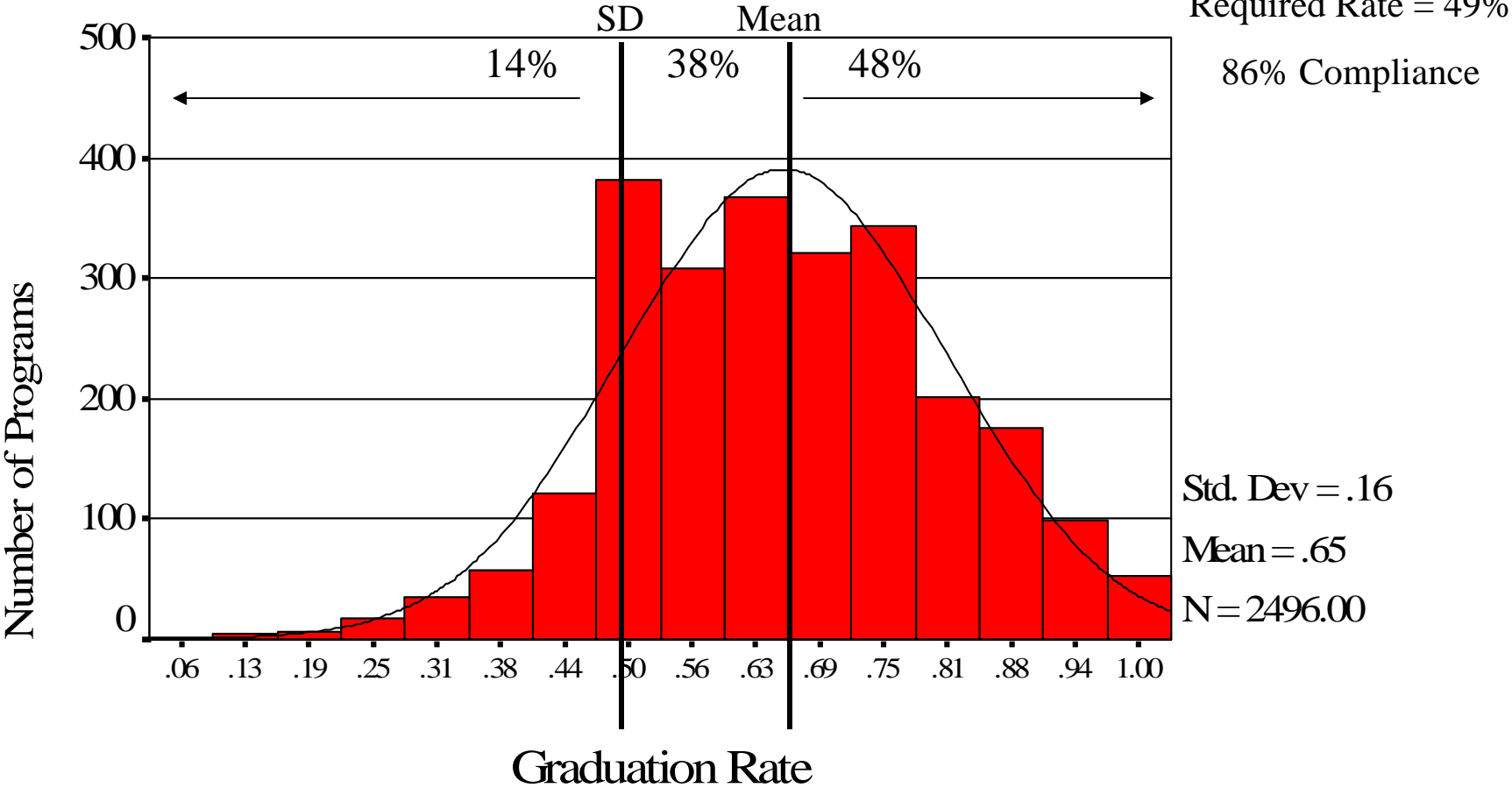
## Use of Graduation and Employment Attainment Rates

- Programs divided into six month intervals
  - Program length strongest relationship to graduation
  - Length is not a cause but a means
  - Longer program allow for an increase opportunity for the issues that do adversely affect graduation to occur
- Must be within one standard deviation below the mean for all programs
- Programs outside of the range become reportable
- Poor student achievement outcomes may lead to adverse accreditation actions

# Student Achievement Outcomes Data

## Graduation Rates 2002-2004

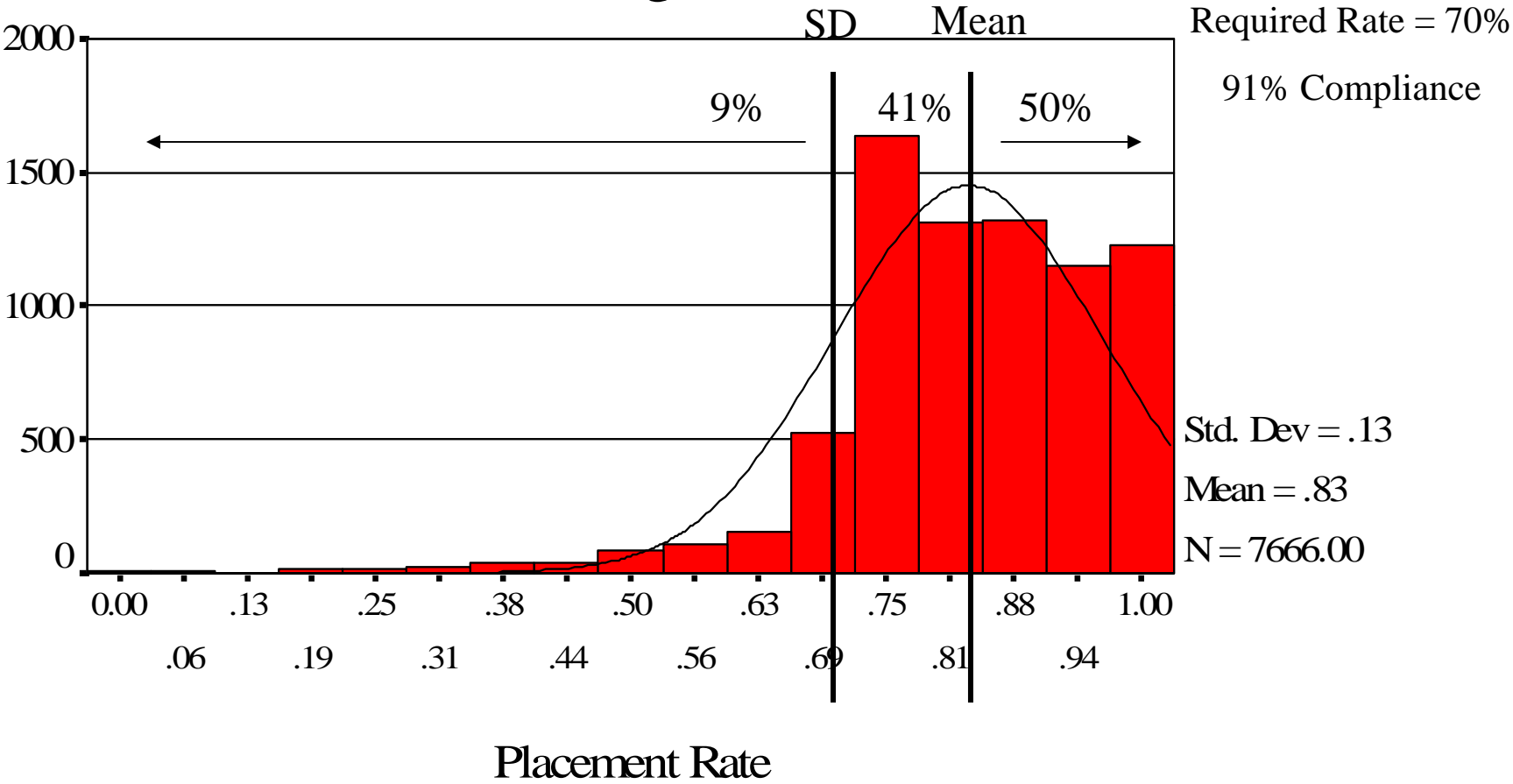
### Programs 12-17 Months in Length



# Student Achievement Outcomes Data

## Placement Rates 2002-2004

### All Programs



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## Future Initiatives for Student Achievement Assessment

- Multiple Measures
- Focus on Student Learning
  - Establish that institutions must have a process and system to assess student learning that aligns with course and program objectives
  - Non-prescriptive
- Emphasize the importance of data assessment in student achievement models
- Broaden Review of Graduation and Employment Rates
  - Review aggregated institutional rates with individual program rates

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