CR 8.1: *Sample* Institutional Approaches to Addressing Selected Compliance Components
Content Analysis of Institutional Compliance Certification Report Narratives on CR 8.1 (2018 and 2019)

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Selected Compliance Components	*Sample* Feedback from Peer Evaluators (illustrative *excerpts* from Off-Site Reaffirmation Committee reports)	*Sample* Institutional Approaches	Illustrative *Excerpts*[i] from Institutional CCR Narratives
***Appropriate* Measures of Student Achievement**	"The institution uses pass rates in general education courses, … as measures of student achievement. … *no rationale is given for this measure.*" *(emphases added)*	Reference to Institutional Mission / Strategic Plan	- "[L]icensure/certification pass rates and career placement rates aid the University in assessing whether graduates are prepared to "have a successful and productive career" as indicated in the mission statement." - "[Institution] prepares students to enter the workforce and/or pursue graduate education. The University measures success in part by the percentage of students who are employed in [State] and/or attending graduate school in [State] within one year of graduation with a baccalaureate degree." - "As a workforce education institution with a mission focused on in-demand technical occupations and economic development…, the College measures institutional success first and foremost by student wages and job placement, tracking graduate wages and student job placement to monitor the applicability and relevance of the college's course and program offerings." - "The College's Mission and Values Statement highlights the College's commitment to Collaboration and building alliances with…regional post-secondary institutions to support transfer…The inclusion of the Transfer Rate metric supports the College's ability to monitor the extent to which it is achieving its Mission to develop transfer alliances and pathways." - "This criterion is appropriate to the college's mission because it measures the success of students in finding places to serve as leaders in society or places in which to continue their academic preparation for leadership." - "The third goal is that at least #% of graduates will have one or more experiences in applied learning, defined as capstone projects & courses, community-based leadership projects, cross-cultural experiences, internships … & practicums, student research & scholarship. This is a goal…consistent with our mission to [develop] 'A student body of committed learners, actively involved in the programs of the college and in service to the greater community'." - "Sitting alongside the goal of academic excellence is [Institution's] commitment to engage students with Christ's message of love and salvation and to equip them for a life of service in the world…The University employs two primary assessments, …, to measure how students are growing in their faith and its impacts on their personal habits and behaviors." - "The College also measures student achievement with respect to its Strategic Plan by measuring benchmarked progress in enrollment, transfer rates and number of degrees awarded." - "The College's institutional-level student achievement metrics were selected for the purpose of measuring the effectiveness of the Strategic Directions associated with each of the four institutional commitments in Strategic Plan 2020." - "Licensure and certification pass rates are another key indicator of student achievement. There is a shortage of highly qualified teachers and nurses in the [State region]."
	"The institution introduces a benchmark of a #-student growth in full-time students for goal …. However, institutional growth does not indicate the level of student achievement during their time at the institution—such institutional enrollment goals *do not appear to relate to the topic of student achievement* which is the focus of this standard." *(emphases added)*	Reference to Student Progression Patterns	- "Course completion is an important component of student persistence. Students who successfully complete the coursework in which they enroll, tend to enroll in subsequent semesters and make progress toward timely completion of their degrees." - "…persistence of students. This measure tracks all new students in the fall (defined as new traditional students who did not withdraw) to the second semester. The transition from the first to second semester has proven to be vital to long term student success." - "Over half of [Institution] students indicate plans to transfer to a 2-year specialized program or 4-year college or university to complete degree requirements. Therefore, the College monitors the transfer-out rate of students…" - "[IPEDS Outcomes Measure] was selected as an additional program completion measure since it includes all students, regardless of enrollment status. Over the last five years, approximately #% [more than 80%] of [Institution] students have been enrolled on a part-time basis. Thus, identifying a standardized measure of program completion that includes all students, not just full-time students, provides a more valid measure of student achievement."
		Reference to Specific Student Needs / Populations	- "Since a significant number of students come to community colleges with academic deficiencies, one important measure of achievement is remedial/developmental success. Completion of remedial/developmental coursework is only a true benchmark of success if it is followed or tied to success in the associated college-level course. Therefore, [Institution's achievement measure] has been established as success in college-level math and writing courses by students concurrently enrolled in remediation." - [Graduation rate – Low-Income Students] "[Institution] serves a diverse student population; more than half of [Institution] students are eligible for the income-based Pell Grants…The inclusion of an Official Graduation Rate metric specific to the success of low-income students ensures the College monitors outcomes and is aware of potential equity gaps for the student population." - "Thesis completion is a key indicator of graduate student achievement, as well as the appropriateness of [Institution] graduate curricula and student support services." - "The College also monitors the academic success of student-athletes because they comprise a significant portion of our overall student population. For Fall ****, there were # student-athletes identified as members of school sponsored teams, which represented #% [almost half] of the overall student headcount enrollment."
		Reference to Educational Programs	- "Nursing is the largest program at the College and drives enrollment to a large degree. Thus, given its imprint on the College and the overall number of students enrolled, results from the Nursing Licensure exam are used as a measure of student achievement." - "Licensure/Certification Pass Rates are used as a key measure of student achievement for [Institution's] technical education students, who comprise nearly 50% of the total student population." - "An additional measure of program completion is the admissions rates from pre-clinical tracks into clinical programs. Consistent with the college mission, the general studies program includes tracks that provide the opportunity to earn admission into both the nursing and radiologic technology associate degree programs. Since the purpose of these tracks is to provide a pathway into a clinical program, the program graduation rate does not provide an accurate assessment of student achievement for this program. Thus, the admission rates are tracked."

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			- "Recognizing the importance of internships to students gaining meaningful experience in their field of study and ultimately securing employment, [Institution] has tracked the number of students completing internships each year."
	"The institution…does not indicate how it … evaluates these metrics as indicators of student achievement… *[N]o rationale was offered for how each indicator is appropriate* and aligned with the college's mission, the students it serves, or the kinds of programs it offers." *(emphases added)*	Reference to External Accountability Requirements	- "Each [student achievement] measure is defined by state statute…" - "[Institution] uses key performance indicators provided by the [State] Community College System to identify trends and overall gaps in performance as compared to other [State] Community Colleges." - "Student achievement [indicators] have been identified through mandates of [programmatic] accrediting bodies…"
		Reference to Commonly-Accepted Metrics	- "Persistence rates are commonly used student progress measures for both two-year and four-year institutions." - "A quick scan of the measures used for documenting achievement at [Institution] will demonstrate consistency with similar institutions across the country." - "The IPEDS traditional graduation rate was chosen because it allows for comparison with institutions across the country." - "The retention of the first-time, full-time, degree-seeking students is a standard metric that [Institution] tracks and reports to federal and state governing bodies each year." - "Successful course completion is a key precursor to the completion of a certificate, degree, or diploma."
		Reference to Internal Process of Measure Selection	- "The student achievement variables…were established by the Office of the Executive Vice President of Enrollment Management and Student Success in consultation with student services personnel across the College …, and approved through the Student Services Council, Instructional Affairs Council, and College Executive Council." - "In 2015-16, the College established a sub-committee of the Institutional Effectiveness (IE) Task Force to review the student achievement criteria being used and to identify additional achievement criteria that [Institution] could utilize to evaluate student success. As part of their charge, the sub-committee was asked to provide [a] rationale for each criterion they recommended to gauge student achievement, …"
Appropriate **THRESHOLDS OF ACCEPTABILITY** for **Selected Measures of Student Achievement**	"[T]he Off-Site Reaffirmation Committee was *unable to find thresholds of acceptability* for the student achievement criteria…" *(emphases added)* "The institution described in their Compliance Certification the threshold[s] for graduation and retention rates *but not for the other achievement [measures]."* *(emphases added)* "The institution does not state how … thresholds are defined and *how they are appropriate for the mission*." (emphasis added)	Reference to Own Baseline / Trend Data	- "The threshold of acceptability is set at #% which is the college's lowest rate in the past six years." - "…a minimum threshold of #%, the lowest rate achieved in the past five years." - "[A] minimum threshold serves to ensure that our numbers don't drop below levels approximating those we have maintained over the last several years." - "The threshold of acceptability is set at 15% based on [Institution's] past three-year average of 14.5%." - "[Institution has defined] a minimum threshold of acceptability as meeting or exceeding the prior 5-year average. [Institution] strives for continuous improvement and as such, set the threshold of minimal acceptability so that we would not be satisfied with declines in this metric." - "The Threshold of Acceptability is the minimal acceptable level of achievement and equates to the College's average performance over the last 3-5 years of historic data. Due to recent increases in student success…establishing the recent performance average as the threshold criteria serves to provide a mechanism to monitor whether the College sustains a general upward trajectory in outcomes." - "[T]he minimum threshold is the average two-year mean score minus the STD*2 (#%)."
		Reference to Peers / Commonly-Accepted Standards	- "At a minimum, the institution expects to exceed the statewide average for all Outcomes…" - "The minimum threshold of #% was chosen because this is the average of the national scores for the end of rotation exams for 2016, 2017, and 2018." - "The minimal targets (thresholds of acceptability) for graduation rates shown below may seem low. However, based on the low-income and high [ethnic group] population served by [Institution], these targets are justified and are in keeping with [Institution's] peer institutions." - "A minimum threshold of #% is set by the Chair of the Accounting Program for students who pass the CPA the first time serves to ensure that we exceed national CPA pass rates." - "The College uses the average results of the IPEDS Comparison groups as the threshold of acceptability for these [indicators]." - "The threshold of acceptability is set at #% by the program as there is no state/national pass rate requirement, and 70 is commonly accepted as a passing grade."
		Reference to Federal / State / System Accountability Benchmarks	- "[T]he Federal Financial Aid Satisfactory Academic Progress standard of a minimum of 67% completion of all courses attempted cumulatively…" - "The Carl Perkins Measures and Standards, a federal program administered by the state, sets benchmarks for all workforce education programs at an 85% placement rate within one year of graduation…" - "The state sets the threshold of accountability for all indicators." - "For the National Council Licensure Examination (NCLEX-RN) for nursing graduates, the state of *** requires a first-time pass rate of #%, which provides the minimum threshold of acceptability in this case." - "The minimal target, or threshold for acceptability, for Pedagogy and Professional Responsibilities (PPR) examination pass rates is the state requirement (#%)." - "Based on three years of data for each measure, baseline levels are set two standard deviations below the system mean,…"
		Reference to Programmatic Accreditors Standards	- "Benchmarks for accredited programs [on licensing examinations] are set by the program's accrediting agency." - "Benchmarks for minimum required achievement are determined by the Commission of Osteopathic College Accreditation (COCA) standards … and historic correlation of internal assessments with performance on nationally standardized examinations."

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	"[T]here is *no rationale* offered for the thresholds of acceptability." *(emphases added)*		- "The threshold of acceptability is #% as required by the National Accrediting Agency for Clinical Laboratory Sciences." - "[T]he minimum (70%) [is] required by the Commission on Accreditation of Athletic Training Education."
		Reference to Internal Processes of Threshold Setting	- "…[T]he thresholds of acceptability undergo an annual review for consistency with the institutional mission and the students the institution serves. The annual review, to include approved revisions if any, is completed by the Institutional Effectiveness Committee each February and is primarily predicated on historical data of the institution." - "The Retention Advisory Board has established (minutes) and the Strategic Planning Council has endorsed (minutes) the threshold of acceptability (minimum expectation) for retention of first-time, full-time (FTFT) students at 80%…The Retention Advisory Board set the threshold of acceptability…based on a review of [Institution's] retention rates over the past decade…"
Appropriate GOALS for Selected Measures of Student Achievement	"Employment and job-placement data are presented by the institution and document improvement. However, *no specific institutional goals were presented* that could be used to document student success." (emphases added)	Reference to Own Trend Data / Baseline, Threshold, Goal Values	- "The general goal is to improve upon the placement rate obtained in the previous year." - "The College has set a target of exceeding the previous year's total of degrees and certificates obtained by [Institution] students." - "[Strategic plan] set a target for achievement at a 10% increase in graduation rates." - "Increase in fall-to-fall retention rates for URM [Underrepresented Minorities] of 5% for the 2020 cohort compared to the three year baseline average of the fall 2013, 2014, and 2015 cohorts." - "The 'challenge' goal is the five-year average of the metric plus 5%. This goal speaks to [Institution's] desire to seek continuous improvement in the educational programs and services provided to its students." - "[Institution's] achievement goal for its graduation rate is to exceed the threshold by 5% as the college strives to perform above the base standard." - "In its previous strategic plan, [Institution] set a goal to increase the three-year graduation rate from #% for the cohort that started 2010 to #% by 2013. Having met that goal, the current goal is to increase the three-year graduation rate to #%." - "The aspirational goal is equal to the two-year average rate plus the STD*2 (#%)."
	"It identifies goals (targets) for retention and graduation rates (#% and #% respectively) and State Licensure Passing Rates in Nursing (#% as required by the [State] Board of Nursing), but not for State Licensure Passing Rates in Education."	Reference to Peers / National Data	- "The goal for graduation rates of first time, full-time students within six years is to meet or exceed the average of peer institutions (see list and process)." - "The goal established for the graduation rate was a 10% increase over five years. Achieving this goal would place the University's graduation rate in line with the national average." - "[T]he college seeks to score above the 3-yr. average of [system] peer median scores as calculated by the National Community College Benchmark Project." - "We have also set a goal to meet or exceed the median first-time fall to fall full-time retention rate of a comparison set of institutions selected using the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) tool." - "To determine the target level for this variable, the College reviewed the graduation rates of peer and aspirational institutions within the state of ***. As a …, the College set the expected at [levels]…These targets will allow the College to remain higher than its peers and strive to close the gap with the aspirational institutions." - "This target of #% was identified as it represents exceeding both the [Institutional Association 1] mean (#%) and the [Institutional Association 2] mean (#%). Further, surpassing this identified target represents achieving the top quartile of the [Institutional Association 1]." - "Aspirational goals are set with peer institutional comparison data, when available, with an added standard deviation of 1." - "The [Institution] goal is for the percentage pass rate for first-time takers of the [licensure] exam to be no lower than two standard deviations below the average obtained by all first-time examination candidates."
	"The institution provided five years of IPEDS data showing an increase in graduation rate from ~12% to ~32%. While the institution's graduation rate is improving, *it is unclear what the institution's goal is* for student achievement in the area of graduation rates." (emphases added)	Reference to External Accountability Standards	- "In addition to acceptability thresholds, the College identifies goals/targets for each metric. Generally, institution-level targets align with the statewide/system goals and objectives." - "The goal set by the [State Coordinating Board] is that #% of the graduates of each institution will be working or enrolled within one year of graduation." - "The average [Institution] Career and Technical Education (CTE) technical skill attainment rate will exceed the State threshold percentage (#%)." - "Based on three years of data for each measure…, excellence levels are set one standard deviation above the [S]ystem mean." - "[Institution] has set a pass rate goal of # percent for the NCLEX-RN exam which is ten percentage points above the # percent required by the [State Board.]"
		Reference to Student Populations	- "[G]iven the selectivity and rigor of [Institution's Law School], the school sets a goal that the average bar passage rate for … graduates…is #% [+15 percentage points to ABA threshold] or higher." - "The criteria for the establishment of the threshold of acceptability and the goals to achieve are set by past history (as illustrated in the charts) and by the admissions procedures of the university that provide an opportunity for a wide range of students, some who, while given the opportunity, still do not persist beyond a year or two. Thus the expectations are realistic and provide a reasonable "goal" to lead to increased success on the part of the university and the individual student." - "In recent history, [Institution] has placed an average of #% of its graduates in graduate/professional schools. While the College recognizes that high achieving schools nationwide average approximately 60% placement, [Institution's] mission of serving first-generation students with disparate levels of preparation prevents the College from achieving this level of placement at this time. Therefore, the College has set the target level at #% [historic average + 4 percentage points] graduate/professional school placement."

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	"The *goal* for the retention rate is *not fully articulated* but appears to be somewhere between the national average for open enrollment institutions (#%) and the national average for private institutions (#%), but *no rationale for this goal is provided*." (emphases added)	Reference to Internal Process of Goal Setting	- "[T]hese [enrollment] targets are contingent upon projected resources, such as space, personnel, accreditation requirements, and clinical rotation availability. See below for each school's rationale for selecting these targets…" - "The goal associated with this student achievement metric was set by the Office of the Executive Vice President of Enrollment Management and Student Success in consultation with student services personnel across the College …, and vetted through a series of retreats, planning workshops, and student success meetings…Sources include the following: [date] Retreat Agenda, Planning Workshops, and Student Success Meetings: [date], [date], [date], [date], and [date]." - "A cross-section of faculty and staff worked together to produce [Institution's] initial performance targets…[Institution's] President and Vice President for Academic Affairs (VPAA) collected and analyzed data from several prior academic years to develop appropriate long-term targets based on historic trend data and align with [Institution's] institutional mission. The administrators took into consideration contextual issues specific to [Institution] such as implementation of admission standards and declining regional high school graduate numbers…Both the [State System] and [Governing Board] subsequently reviewed the submitted information and accepted the rationales and approved these targets based on the appropriateness to [Institution's] mission, students, and programs."
Evaluation of OUTCOMES for Selected Measures of Student Achievement	"The Off-Site Reaffirmation Committee could find *no evidence of the institution … evaluating the data (outcomes)*." (emphases added)	Discussion of Performance in Reference to Pre-Set Reference Points/ Contexts (Thresholds and/or Goals)	- "The goal set by the [State System] is that #% of the graduates of each institution will be working or enrolled within one year of graduation. [Institution] has exceeded that goal in the past three years." - "[I]n recent semesters the course completion in more disciplines has dropped below the target level of #%. One of the strategies that the College is putting in place is a *** *** Program, which will conduct outreach to students at risk for failing or dropping classes." - "Students in ENG 101 have met the benchmark in all but one of the six semesters for which data has been analyzed. Students in ENG 102 have met the benchmark in all six semesters. Students in MTH 120 and 130 have failed to meet the benchmark approximately #% of the time." - "Data for [Institution's] 2016 cohort show all students and Hispanic students missing the achievement goals for both First-to-Second Year (#%) and First-to-Third Year (#%) retention rates by roughly ten or more percentage points. However, the threshold of acceptability was met." - "The percentage of the College's A.A. graduates who transfer to a four-year institution (see Figure #) has declined over the past two years; in fact, the College did not meet the minimum goal in 2016. As the decline in 2016 was not large, this may represent an aberrant year and not a consistent trend. With the economy continuing to improve, it is also possible that these students chose to enter the workforce rather than continue their education. As the decline between 2015 and 2016 was not precipitous, College leadership is monitoring this metric for the time being and will take action if 2017 data indicates a continued downward trend." - "[Institution] failed to surpass the minimum acceptable threshold for the 2015 graduating class. Because of this, the [Director of Assessment] worked with staff in [Career Services] to develop more focused interventions for graduates who were not immediately employed or seeking to further their education after graduating from [Institution]. This resulted in a large (+#%) gain in this metric for the 2016 graduating class. While the percent of 2017 graduates enrolled or employed within one year dipped to #%, it remains above the minimum acceptable threshold of #%."
	"[W]hile a depth and breadth of results of student achievement are published on the institution's website, the Committee could not find evidence that the institution *actually evaluates (e.g., establishes benchmarks and targets or provides evidence of internal trend analysis) the level of student achievement* on the identified measures." (emphases added)	Discussion of Performance Dynamics Over Time	- "In addition to the increase in enrollment headcount, [Institution] has seen increase in the 3-year graduation rate over the past two available years. Initiatives implemented in fall 2015 until now are having a positive impact on the number of students graduating within 3 years." - "[Institution's] retention rate has grown from a low of #% for the fall 2012 cohort to #% in the fall 2016 cohort. This growth is good, but not yet reaching our target of #% set in the 2012-18 Strategic Plan." - "[Institution's] retention rate has increased since the 2007 Cohort (#%) and remained above the #% threshold of acceptability since that time. Although the University is not regularly meeting its aspirational goals, the retention rate is trending up over this period of time." - "With declining [graduation] rates of #% (2015), #% (2016) and #% (2017) the university created a position to champion student success." - "As Table # demonstrates, the college-wide graduation rate has exceeded the threshold of acceptability of #% each year and has met the goal of #% graduation rates most years. However, a decline in the graduation rate has occurred over the last several years and did not meet the goal in 2018. The graduation rate for each individual program has fluctuated over the years but has always exceeded the threshold of acceptability, with the exception of the general studies program…" - "The IPEDS … Data Feedback Report shows that [Institution's] 2017 6-year graduation rate was #%. While our peer group, which is comprised of [State Institutional Segment] yielded higher graduation rates, #% and #% respectively. Although [Institution's] graduation rate was #% points lower than our … Peers, it marked the highest graduation rate on record in the University's history. [Institution's] 2018 6-year rate slightly decreased to #%, but this marks only the second time in the University's history that the graduation rate has exceeded #%. This is perhaps more profound when considering the highest graduation rate in our history was achieved by the 2011 Cohort, which preceded our admissions change from open admissions. We were able to achieve successes with these students due to infrastructure improvements in academic advising, tutoring services as well as new academic technology relating to degree audits and degree planning." - "Unfortunately, the University has seen a slight decline in the course completion rates in the past three years. Prior to 2016-2017, the University saw a course completion rate of #% for three consecutive years. In 2016-2017, there was a drop to #% and another drop to #% in 2017-2018 as well as to #% in 2018-2019. Even with these decreases, the course completion rate is still above the minimum threshold of #% and the goal of #% is still within reach. One reason the decrease may have occurred is due to the increase in overall enrollment, and particularly in the associate degree programs with the [State completion] program. Some of the [State completion program] students choose to walk away from their course work since they have no personal financial investment in their continued education." - "The overall percent of course completions by students for all course levels increased from #% in 2015-16 to %% in 2017-18. From 2015-16 to 2017-18, the percent change for developmental course completion is #%, undergraduate course completion is #%, and graduate course completion is #%. Institutional Research completed an analysis of courses and instructors with the highest number and percentage of students failing or withdrawing. Institutional Effectiveness then held a working session with academic colleges and departments to share the data and discuss strategies for how better to (a) support students who are struggling and (b) strengthen instructor effectiveness. College and departmental leaders, as appropriate, then incorporated this work into their unit plans."

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	"While the university supplied data for several indicators, the university *did not provide sufficient evaluation of its goals and outcomes* for student achievement." (emphases added)	Reference to External Benchmarks / Peer Performance	- "The University's FTFT retention rate has exceeded the average of universities that comprise the [State System] for each of the years displayed." - "[T]his rate exceeded the average rate for the [State University System] (#%), the [State Institutional Peer Group] (#%), and is on par with the overall average for public institutions in [State]." - "In fiscal year 2015 (the most recent year available) the national student loan cohort default rate was 10.8 percent, and the cohort default rate for [State] was # percent. In this same year, the [Institution] cohort default rate was # percent, less than half the national average. The university's low cohort default rate further evinces mission achievement as [Institution] graduates are financially capable of repaying federal loans secured to finance their educational endeavors." - "Peer group comparison validates the College's effectiveness. #% of graduates were working or enrolled within a year of graduation, which is more than 5 percentage points above the peer group average." - "[Peer School 1] is the only two-year college that (like [Institution]) serves the [Metro] area and is [Institution's] lead competitor. Presently, their graduation rate is #% versus [Institution's]s rate of #%. [Peer School 2] is the second closest school to [Metro area], and it holds at #% graduate rate versus [Institution's] #%. However other larger community colleges have better graduation rates to include [Peer School 3] at #%, [Peer School 4] at #% and [Peer School 5] (which is the largest community college in the state) at #%."
		Reference to Internal Review Process	- "The curriculum committee reviews the data of the most recent report and compares it to previous years to monitor for changes. The curriculum committee presents the results to the faculty during the annual retreat to determine the appropriate action plan." - "Course completion rates in each program are reviewed annually by program faculty and academic administrators. Administrators use final grades to monitor students' academic progress and evaluate instructional practices while instructors use the data and student learning outcomes data to make instructional decisions to improve their ability to meet students' learning needs. These processes are also utilized to evaluate programs for program viability and student achievement, and to develop plans for continuous improvement across the institution via the institutional effectiveness plans (IEPs)."
PUBLICATION of Goals and Outcomes for Selected Measures of Student Achievement	"[T]he Off-Site Reaffirmation Committee was unable to find information regarding how the institution *publishes* goals and outcomes for student achievement such that it is *accessible to the public.*" (emphases added) "For retention and graduation rates, outcomes (results) are published by the institution on its Consumer Information webpage, *but not the goals themselves.* (These appear in the strategic plan [document], which appears to be an *internal* document.)" (emphases added) "The institution included [Data Summaries], which contain achievement data and benchmarks, it was *not clear* to the Off-Site Reaffirmation Committee that these *are published* anywhere. The institution's annual reports include academic highlights for retention, graduation, and job placement rates, but *no goal / benchmark information.*" (emphases added)	Dedicated Page / Location on the Institutional Website	- "The College publishes the goals and outcomes for student achievement on a Success webpage, per SACSCOC's Institutional Obligations for Public Disclosure policy statement." - "The goals and outcomes for the institution are outlined below and are published in the Student Success Report. This report is published on [Institution's] website under the Student Outcomes section on the Consumer Disclosures page." - "Full-time retention data are published on the Student Achievement Disclosure Information page of the [Institution] website." - "Data for student achievement [are] published on the University website's Accreditation page (URL) under the category of Institutional Obligations for Public Disclosure. For each category of data, both the goal and minimum acceptable level are published, as well as the data obtained for the past five years." - "Student Achievement data is publicly available on the [Institution] website. Student Achievement data is appropriately published by being three 'clicks' away from the [Institution] main page, appears in the search bar when you search for 'Student Achievement,' and follows the SACSCOC Policy for Institutional Obligations for Public Disclosure."
		Institutional Fact Book / Other Institutional Media	- "The outcomes associated with the core student achievement variables are published in the online factbook for institutional and public use." - "Course success and completion rates are published each year in the Strategic Plan Progress Report…" - "The Student Success Report Card is presented to the [Institution] Board of Trustees (BOT) annually. The BOT acknowledges the report, which then is reflected in the meeting minutes, making the Report Card a public record. Additionally, a summary of the report card is posted on the institution's website."
		Link to External Websites	- "Enrollment, retention rates and graduation rates are all published on the NCES/IPEDS College navigator web site for public viewing." - "Each college [in the state technical college system], including *** Technical College, has a 'scorecard' for the academic year that identifies the college goals and outcomes on major benchmarks…These are available publicly in the Annual Reports published on the *** Technical College website." - "Retention rates of URM [Underrepresented Minorities] students are published on the [State System] Performance Measures Dashboard." - "[Institution's] Annual Student Achievement Report is [also] available to our students, campus community, and the public on … the Southern Association of Colleges and Schools Commission on Colleges Membership Directory under additional information for [Institution]."

Selected Compliance Components	*Sample* Feedback from Peer Evaluators (illustrative *excerpts* from Off-Site Reaffirmation Committee reports)	*Sample* Institutional Approaches	Illustrative *Excerpts*[i] from Institutional CCR Narratives
Key Student Completion Indicator (KSCI)	"The institution has selected the National Student Clearinghouse Total 6-Year Completion Rate as its SACSCOC student completion metric. Though the institution referred to "Curriculum Student Completion", it was unclear to the Off-Site Reaffirmation Committee if this is the same metric." "Although the institution identified several measures that they utilize to measure student achievement, they *did not explicitly identify a specific student completion metric* (e.g., IPEDS Graduation Rate, IPEDS Outcome Measure, or National Student Clearinghouse Completion Rate) for benchmarking purposes as first requested by SACSCOC in July 2018." (emphases added) "The Off-Site Reaffirmation Committee was *unable to find any discussion of the baseline graduation data* calculated using the IPEDS Graduation Rate (150% standard time), as submitted to SACSCOC in fall 2018, which established a baseline of 28.0% as reported in IPEDS 2016 and subsequent performance of 32.0% in IPEDS 2017." (emphases added) "Please note that the institution should include an *analysis of the institution's progress* from the baseline completion [level on the KSCI]" (emphases added)	Identification of the Selected KSCI and Discussion of Institutional Performance on the KSCI Over Time (change from baseline values)	- "[Institution] selected the IPEDS Outcome Measure as its student completion indicator for SACSCOC. This was selected due to its inclusion of transfer-in and part-time students." - "To track completion rates, [Institution] has selected the modified IPEDS outcome measure for its key student completion indicator as it is most reflective of the university's largely first-generation and working student population and its current strategic focus on Transfer student recruitment and support. While completion rates remain below target, they have improved over the last several years." - "The President's Cabinet and the Office of Institutional, Assessment, Planning and Effectiveness collectively reviewed the available options and considered what would most accurately reflect our completion rates. After this research and discussion we informed SACS-COC that we would prefer to be reviewed based on our IPEDS (Integrated Postsecondary Data Educations System) 6-year graduation rate, which is the "traditional" Overall Graduation Rate (150% standard time). …. Using this traditional 6-year graduation rate most accurately reflect those students that began at [Institution] and [have] completed their degrees in 6-years from our University. We are also able to review our graduation rates with peer institutions in a comprehensive manner to note our status among like institutions. These peer institution comparisons will be detailed in the next section." - "The external measures include the key student completion metric selected by the College in response to SACSCOC's efforts to monitor and support student completion: IPEDS graduation rate. The College's 2017 institutional resume provides institution and peer group averages for graduation rates of first-time, full-time, credential-seeking students after three, four, and six years. The College shows graduation rate gains since 2010 for all cohorts at three, four, and six years. While the most recent four and six-year cohort graduation rates sit slightly below, the most recent three-year cohort graduation rate equals the peer group average of #%." - "The Key Student Completion Indicator for *** University has been identified as the IPEDS Outcomes Measure eight-year graduation rate. This measure was chosen because it includes part-time students and students who transfer into the University. In our nursing program, a large percentage of the students are transfers from other schools after completing their core set of classes and prerequisites for the nursing program. … . In the three cohorts reported, we have seen an increase each year from #% for the 2008-2009 cohort, to #% for the 2009-2010 cohort, and to #% for the 2010-2011 cohort, meeting not only the minimum threshold of #%, but achieving the goal of #% with the 2010-2011 cohort. This increase is promising and should continue as the focus on retention from our Quality Enhancement Plan enables students to persist to degree completion."
		Data Disaggregation (and rationale)	- "Retention rate, academic standings, and GPAs for various student types. Data is disaggregated from the University databases, as well as IPEDS, for the for freshmen cohort, transfer students, nursing students, adult learners (ME program and RN-BSN Program), and graduate students."
		Improvement Actions (if appropriate)	

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[i] The "*excerpts*" are provided to assist the reader in identifying typical (and often interrelated) approaches to support an institution's assertion of compliance with components embedded in CR 8.1. Extracted from Compliance Certification Report narratives, these excerpts are components of some institution's articulation of *overall* compliance with CR 8.1.