

E-Series for Externally Accredited Programs

Excerpts from NECHE's Statement on Student Achievement and Success Data Forms:

The Commission recognizes its dual responsibilities of quality assurance (the public role) and quality improvement (the private role) must be kept in balance. Nowhere is this dual role more in play than in the area commonly summarized by the term 'student assessment.' The Commission's Standards for Accreditation, especially Standard 8, Educational Effectiveness, speak to assessment for improving the academic program and services for students, and they also speak to the Commission's public responsibility for ensuring an appropriate level of student achievement and in making the results used and known – part of its responsibility for being recognized by the federal government as a reliable authority on the quality of education.

Intent: To fulfill these responsibilities and provide a framework for institutions and useful information for teams and the Commission, the Commission has developed two sets of data forms, both of which are on the CIHE website (<https://cihe.neasc.org>). The forms are used by the institution to declare their approach to the assessment of student learning and to summarize how the information is used for improvement. They are included with the institution's comprehensive self-study and interim (fifth-year) report and institutions are encouraged to complete the forms early in the report preparation process so they can incorporate data from the forms into their report.

Directions: Externally accredited programs should complete Option E1: PART B.

E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION (FOR EXTERNALLY-ACCREDITED PROGRAMS)

MA Counseling- School Counseling CAGS School Counseling

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	(6) Date and nature of next scheduled review.
VSBPE & VT Agency of Education	December 2020	Conditionally approved	ROPA Review VLP portfolio Educator Preparation Inquiry Collaborative (EPIC) Statewide Scoring Session (SWSS) for the Vermont Licensure Portfolio (VLP).	<i>Next Review: Fall 2026.</i>