

Evidence Expectations by Standard Guidelines

*Aligned with the Standards for Accreditation and Requirements of Affiliation, Fourteenth Edition
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I. Purpose

The Mid-Atlantic Region Commission on Higher Education (MARCHE), doing business as the Middle States Commission on Higher Education (MSCHE or the Commission), is committed to data-based decision making, consistency, and transparency in the assessment of institutional compliance with its standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements. The purpose of this document is to provide a list of minimum expectations for the types of evidence that an institution must collect, analyze, and submit as part of the self-reflective accreditation review process. This document is not designed to replace the self-reflection and analysis that is a critical component of the accreditation process. Importantly, the list of evidence is based on an analysis of actual institutional submissions and reflects the evidence that institutions and peer evaluators have found most relevant and useful during accreditation activities. This document is a companion document to the *Standards for Accreditation and Requirements of Affiliation Fourteenth Edition*.

II. Emphasis on Data and Evidence-Based Decision-Making

The *Standards for Accreditation and Requirements of Affiliation Fourteenth Edition* reflect a commitment to data and evidence-based decision-making. As part of accreditation activities, institutions must collect evidence as part of the overall periodic and systematic evaluation and assessment process. Evidence should be analyzed and used to support the narrative in written reports. Together, the evidence and written report document the institution's compliance with the Commission's standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements. Most importantly, institutions should leverage data throughout the self-reflective accreditation process to demonstrate how it is meeting its mission and serving constituents effectively.

Evidence is comprised of a wide variety of document types, *including but not limited to* written documentation or approvals, sample materials, publications or communications, policy and procedures, quantitative data tables or charts, written reports, trend data reports, or qualitative data reports or surveys.

When sample materials, publications, or communications are required, institutions should select a representative sample from across a four-year period. If written documentation or approvals are required, the institution should provide examples from across the four-year period. For example, if an institution conducts an evaluation of the governing body every two years, then provide the two examples from the four-year period of time. When using policies and procedures as evidence, the institution will also discuss in the written report its assessment of the implementation of the policy or procedure as well as its effectiveness. Evidence requiring multi-year or trend analysis or comparisons should use a minimum of four years unless otherwise indicated.

The list of evidence is designed to support the self-reflective accreditation process. Institutions must analyze and disaggregate a range of data to ensure students are appropriately served and institutional mission, goals, and priorities are met. Institutions will break down data into more detailed sub-categories to reveal trends and patterns. Each institution will select relevant levels of disaggregation that are appropriate and useful to assessing the institution's progress in meeting its mission and goals. In all cases, institutions will provide necessary context for the data both in the attachments and in the narrative in written reports. The institution will identify the source of the data or evidence, as well as any time frames and methodology associated with it.

III. Analyzing Data Within the Context of Institutional Mission and Goals

The Commission continues to recognize that evidence is mission specific and the individual mission and goals of each institution remain the context within which our accreditation standards are applied. Our standards intentionally emphasize functions rather than specific structures in recognition of the many different models for educational and operational excellence.

The Commission utilizes data from the Integrated Postsecondary Education Data System (IPEDS) in the Annual Institutional Update (AIU) because the vast majority of MSCHE institutions report to IPEDS. The Evidence Expectations document aligns with the AIU and extends the attention placed on analyzing consistent data indicators and metrics across a variety of accreditation activities. Therefore, the Commission has identified a variety of IPEDS surveys, data elements, and definitions in the Evidence Expectations document. In this way, there is some level of consistency in the way rates are calculated as well as consistency in the evidence used to evaluate institutions.

The Commission continues to recognize that there will be exceptions for institutions that do not report to IPEDS or for which certain required evidence is not applicable. Non-IPEDS institutions will select alternate data indicators and metrics that are most appropriate to their mission, are reasonably valid and reliable, and consonant with higher education expectations. When the required evidence is not applicable to mission, the institution should explain in the narrative of the written report why certain data points are not applicable, describe which data points are more appropriate to tell the story, and demonstrate with evidence how the institution is meeting its mission and serving constituents effectively. The institution should identify the source of the data or evidence, as well as any time frames and methodology associated with it.

The list of evidence is not limiting, and an institution should feel free to provide additional evidence, beyond the scope of this list, to support the analysis and narrative in written reports.

IV. Incorporating Commission Policies and Procedures and Applicable Federal Regulatory Requirements

As part of the accreditation process, institutions must demonstrate compliance with standards of accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements. Under the appropriate standard, you will find that the list of required evidence now incorporates the requirements related to demonstrating compliance with Commission policy and procedures. If evidence relates to Commission policies and procedures, the name of the policy and procedures will be called out in parentheses.

The Commission continues to require that institutions demonstrate compliance with accreditation-relevant federal regulations. The list of required evidence incorporates the previously separate process for documenting compliance with applicable federal regulatory requirements (*Verification of Compliance with Accreditation-Relevant Federal Regulations*). In the list of required evidence under the appropriate standard, the applicable federal regulatory requirements and the citation to the federal regulation are also called out in parentheses.

V. Using the Evidence Inventory to Document Compliance

The Evidence Inventory is a tool in the secure MSCHE portal to compile evidence that documents compliance with the Commission's standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements. The Evidence Inventory organizes documents by standard, criterion, and requirement and provides this evidence in one readily accessible place for an institution's designated contacts, peer evaluators, and the Commission. Designated key contacts from the institution will upload the appropriate evidence under each criterion under each standard. The Commission continues to request that institutions make the relevance of each piece of evidence clear in the self-study narrative or may provide an optional brief explanation (2,000 characters or less) in the text box provided on the upload screen. The Evidence Inventory allows institutions to cross reference or assign uploaded data to more than one standard. This means that you do not have to repeatedly upload evidence as it can be assigned to multiple criteria within the standards.

VI. Maintaining Data Privacy

The institution must always compile accreditation materials in a secure and confidential manner in accordance with applicable laws and regulations (*Communication in the Accreditation Process Policy and Procedures*). Institutions should always honor FERPA as well as other privacy laws when submitting evidence to the Commission and should redact personally identifiable information. Institutions should use best practices in data analytics related to sample size, small numbers standards, and level of disaggregation to protect individual identities. The level and variables for disaggregation will be determined by the institution, as appropriate to its mission and goals. Materials collected by the Commission continue to be considered confidential; however, we recognize that institutions may be subject to a variety of public disclosure laws and regulations.

VII. List of Required Evidence by Standard

STANDARD I: MISSION AND GOALS

<p>The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.</p>	
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. Guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. Include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. Are publicized and widely known by the institution’s internal stakeholders; 	<ul style="list-style-type: none"> • Mission statement <ul style="list-style-type: none"> ○ date of last revision ○ list of mission review committee members and evidence of their involvement in mission review and revision ○ evidence of participation and approval by governing body • Sample communications or publications of the mission statement and/or notification of changes to the mission to the institution’s internal and external constituencies (select a sample from across a four-year period) • Evidence of alignment between elements of mission and institutional goals and unit-and institution-level planning, resource allocation, program and curriculum development and the definition of institutional and educational outcomes • Sample budget requests or other documentation demonstrating alignment between budget allocations and mission and institutional goals (select a sample from across a four-year period)
<p>2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission</p>	<ul style="list-style-type: none"> • Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or goal-setting <ul style="list-style-type: none"> ○ Date of last update ○ Goals with evidence of their relationship to mission (e.g., crosswalk, etc.)
<p>3. Goals that focus on student learning outcomes and student achievement that:</p> <ul style="list-style-type: none"> a. include retention, graduation, transfer, and placement rates; b. consider diversity, equity, and inclusion principles; c. are supported by administrative, educational, and student support programs and services; and d. prioritize institutional improvement 	<ul style="list-style-type: none"> • Evidence that the institution has set goals that address student learning outcomes, and attainment can be measured using student achievement data including Graduation rates, Retention rates, Transfer rates, Job placement rates • Evidence and trend analysis of the institution’s progress at meeting the established student achievement goals using at least four years of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations: <ul style="list-style-type: none"> ○ Retention Rates (Available in IPEDS and collected in the AIU) ○ Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)

	<ul style="list-style-type: none"> ○ Transfer Rates (Available in IPEDS and collected in the AIU) ○ Placement rates, and/or ● Alternative completion measures including but not limited to: <ul style="list-style-type: none"> ○ Student Achievement Measure (SAM) ○ Outcomes Measures (OM) (Available in IPEDS) ○ Degrees Awarded, by credential level annually (Available in IPEDS) ○ Pass Rates on standardized examinations ○ Data on Earnings (e.g. College Scorecard) ● Evidence that the institution has set goals that consider diversity, equity and inclusion principles ● Evidence of alignment between mission, strategic goals, and diversity, equity, and inclusion principles ● Student Headcount Data, disaggregated by relevant populations (Available in IPEDS and collected in the AIU) <ul style="list-style-type: none"> ○ Fall Enrollment ○ 12 Month Enrollment ○ Graduate enrollment if applicable ● Human Resources Data, disaggregated by relevant populations (Available in IPEDS) <ul style="list-style-type: none"> ○ Faculty headcount ○ Administrative and staff headcount ● Evidence of budgetary support, allocation of resources, and implementation of programs to support student learning outcomes and student achievement ● Expense Analysis of related expenses (four-years), as applicable
<p>4. Periodic assessment of mission and goals to ensure they are relevant and achievable</p>	<ul style="list-style-type: none"> ● Evidence of strategic plan and mission development processes ● Evidence of regular evaluation of mission statement and institutional goals

STANDARD II: ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

<p>1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights</p>	<ul style="list-style-type: none"> • Policies and procedures on: <ul style="list-style-type: none"> ○ academic and intellectual freedom ○ freedom of expression ○ intellectual property rights ○ copyright
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a variety of backgrounds, ideas, and perspectives</p>	<ul style="list-style-type: none"> • Regular and systematic campus climate assessments or surveys of a variety of stakeholder groups • Student Headcount Data, disaggregated by relevant populations (Available in IPEDS data and collected in the AIU) <ul style="list-style-type: none"> ○ Fall Enrollment ○ 12 Month Enrollment ○ Graduate Enrollment, if applicable • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) <ul style="list-style-type: none"> ○ Faculty or Instructional Staff headcount ○ Administrative and staff headcount • Sample communication or publication of results of campus climate assessments or surveys • Examples of assessment of campus climate, consideration of results, follow up, or changes made, including changes to mission or strategic priorities
<p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by student, faculty or staff. The institution's policies are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;</p>	<ul style="list-style-type: none"> • Policies and procedures for faculty or staff complaints or grievances including the URL and any other location where faculty and staff can access these documents (<i>Complaints Involving Applicant and Member Institutions Policy and Procedures</i>) • Policies and procedures for student complaints or grievances, including the URL and any other location where students and the public can access these documents (<i>Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 668.43; Complaints Involving Applicant and Member Institutions Policy and Procedures</i>) • Documentation including the URL for the contact information that the institution provides enrolled and prospective students for filing complaints with the institution's accreditor and with its State approval or licensing entity and any other relevant

	<p>State official or agency that would appropriately handle a student's complaint (<i>Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 668.43(b), Complaints Involving Applicant and Member Institutions Policy and Procedures</i>)</p> <ul style="list-style-type: none"> • Institutional record of student complaints and resolution, four-year time period (<i>Complaints Involving Applicant and Member Institutions Policy and Procedures; Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 602.16(a)(1)(ix)</i>) • Institutional record of faculty or staff complaints and resolution (<i>Complaints Involving Applicant and Member Institutions Policy and Procedures</i>)
<p>4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;</p>	<ul style="list-style-type: none"> • Policies and procedures for conflicts of interest • Documentation or sample of disclosure or reporting of conflicts of interest or recusals (e.g. forms or meeting minutes), if applicable
<p>5. fair and impartial employment practices, including all phases of hiring, evaluation, promotion, and separation, with appropriate attention to diversity;</p>	<ul style="list-style-type: none"> • Policies and procedures: <ul style="list-style-type: none"> ○ Hiring ○ Evaluation ○ Promotion ○ Separation • Analysis of data on hiring and promotion, disaggregated by relevant populations
<p>6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as internal communications;</p>	<ul style="list-style-type: none"> • Sample marketing, admissions, and recruiting materials • Sample internal communications • Expense Analysis of related expenses (four years), as applicable <ul style="list-style-type: none"> ○ Percent of budget \$ / % Marketing, advertising ○ \$ / % Recruitment services
<p>7. As appropriate to its mission, has policies, services or programs in place to:</p> <ol style="list-style-type: none"> a. promote diversity, equity and inclusion; b. promote affordability and accessibility; c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. 	<ul style="list-style-type: none"> • Policies and procedures that support a climate of respect • Policies and procedures related to accessibility and affordability, including the URL for where students and the public can find these documents (<i>Verification of Compliance – Required Information for Students and federal regulation 34 CFR § 668.43(a)(1-4)</i>), such as: <ul style="list-style-type: none"> ○ Availability of student financial assistance for those who qualify and the process for disbursements, repayment, and refunds ○ Withdrawal policies ○ Student refund policies

	<ul style="list-style-type: none"> • Documentation including URL where students and the public can find information on the cost of attendance and student financial aid data, such as: <ul style="list-style-type: none"> ○ Net price Calculator (URL) ○ Cohort default rate (3 year) ○ (%) students with loans (Institution) ○ Average student loan indebtedness (Institution)
<p>8. compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:</p> <ol style="list-style-type: none"> a. required information for students and the public; b. representation of accreditation status; c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; d. institution’s compliance with the Commission’s Requirements of Affiliation; e. verification of student identity in distance and correspondence education; f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; 	<ul style="list-style-type: none"> • Documentation, including URL of the public disclosure of required policies and procedures (<i>Verification of Compliance – Required Information for the Public and federal regulation 34 CFR § 668.43, Public Disclosures Policy and Procedures</i>) • Documentation including the URL of the public disclosure of required information for students and the public (<i>Verification of Compliance - Required Information for Students and federal regulation 34 CFR § 668.43 and § 668.45, Public Disclosures Policy and Procedures</i>) • Documentation including the URL of accurate representation of MSCHE accreditation status (<i>Communication in the Accreditation Process Policy and Procedures; Public Disclosures Policy and Procedures; Verification of Compliance - Standing with State or Other Accrediting Agencies and federal regulations 34 CFR § 668. 43 and § 602.23(d)</i>) • Documentation of valid degree granting authority (DGA) and licensing (<i>Verification of Compliance Standing with State or Other Accrediting Agencies and federal regulation 34 CFR § 668.43</i>) <ul style="list-style-type: none"> ○ Valid legal charter, statute, constitutional provision, or other action from an appropriate organization or agency, or documentation of any exemption, and ○ a proper license to operate from each jurisdiction in which the institution operates • Documentation of standing with other accrediting agencies including a list of USDE recognized accreditors with name of the accreditor, accreditation status, programs it accredited, year of next review, reports and documentation of the accreditor’s most recent accreditation action including relevant correspondence (<i>Verification of Compliance Standing with State or Other Accrediting Agencies and federal regulation 34 CFR § 668.43</i>) • Policies and/or procedures used to ensure student identity verification in distance or correspondence education courses (<i>Verification of Compliance - Verification of Student Identity and federal regulation 34 CFR § 602.17(g)</i>)

	<ul style="list-style-type: none"> • Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA) for students enrolled in distance education and correspondence courses (<i>Verification of Compliance - Verification of Student Identity and federal regulation 34 CFR § 602.17(h)</i>) • Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification including any required travel to campus (<i>Verification of Compliance - Verification of Student Identity and federal regulation 34 CFR § 602.17(h)</i>) • Documentation including the URL where the institution publicly discloses its scope of accreditation (credential levels, locations) and substantive changes (<i>Public Disclosures Policy and Procedures</i>) <ul style="list-style-type: none"> ○ Statement of Accreditation Status (SAS) (PDF format) ○ Eligibility and Certification Approval Report (ECAR) (to verify scope of accreditation with Title IV certification) if applicable • Student headcount data at each branch campus, additional location, and other instructional site • For all additional locations and branch campuses, evidence that student learning, student support and academic services are comparable to those at other sites
<p>9. Periodic assessment of ethics and integrity as evidence in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<ul style="list-style-type: none"> • Documentation of the policy development and revision process (e.g., internal control office, “policy on policies,” etc.), with evidence of periodic evaluation of institutional policies and their implementation, and revision, where warranted

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

<p>1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential:</p> <p>a. designed to foster a coherent student learning experience and to promote synthesis of learning;</p> <p>b. assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student; and include sufficient course content and program length appropriate to the objectives of the degree or other credential;</p>	<ul style="list-style-type: none"> • Policy, procedures, and/or methodologies employed for assignment of credit hour for all types of courses, disciplines, programs, credential levels, formats, and modalities (<i>Credit Hour Policy and Procedures</i>) • Course or program review procedures and sample approval documentation (including but not limited to syllabi or course content), as they relate to the credit hour • Documentation of the evaluation process the institution utilizes to verify length of academic period and compliance with credit hour requirements • Evidence and analyses demonstrating that these policies and procedures are consistently applied across programs, course locations, regardless of delivery mode or teaching/learning format • Documentation including the URL and any other source of information where students and the public can access the policy and procedures with evidence that such information is regularly evaluated to ensure accuracy (<i>Verification of Compliance – Assignment of Credit Hours and federal regulation 34 CFR 668.8(k) and (l)</i>)
<p>2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate</p> <p>a. professionals who are: rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution’s mission, goals, and policies;</p> <p>b. qualified for the positions they hold and the work they do;</p> <p>c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs;</p>	<ul style="list-style-type: none"> • Faculty/Staff Handbook(s) • Policies and procedures related to faculty qualifications • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) <ul style="list-style-type: none"> ○ Faculty or Instructional Staff headcount ○ Administrative and staff headcount • Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as: <ul style="list-style-type: none"> ○ Titles, most advanced degree, field of experience, and current teaching load (in credits per semester or quarter, and in hours per week) of full-time instructional staff ○ Percentage of faculty with terminal degrees ○ Other • Data related to faculty/instructor workload such as:

<p>d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;</p>	<ul style="list-style-type: none"> ○ Enrollment data by class /class size ○ Average academic credit hours taught per faculty member ○ Other ● Student to staff ratio ● Student to faculty ratio ● Policies and procedures for evaluating the teaching of students ● Evidence of the regular assessment and evaluation of the effectiveness of these policies and procedures, consideration of results and follow-up on any findings ● Sample instrument(s) for course evaluations, teaching observations, etc. and four-year trend analysis of collected data ● Evidence of the regular review of academic programs (representative sample of program and unit reviews conducted during the four-year timeframe) <ul style="list-style-type: none"> ○ Specialized accreditation reports ○ Annual reports and other approaches ○ Analysis of results and follow-up on any findings ● Expense Analysis of related expenses (four-years), as applicable <ul style="list-style-type: none"> ○ \$ / % core expenditure for instruction ○ \$ / % core expenditure for research ○ \$ / % core expenditure for public service ● Instructional expense per student FTE ● Promotion and tenure guidelines ● Evidence of faculty training in curriculum development, instruction, and course design; course and programmatic assessment
<p>3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion</p>	<ul style="list-style-type: none"> ● Academic catalog including URL with description of degree requirements and expected time to completion ● List of all educational programs with enrollments (enrollment is greater than twenty students), undergraduate or graduate ● Trend analysis of data on the academic progress of all student populations, by credential level at both institution and program levels, such as: <ul style="list-style-type: none"> ○ Average time to degree (time elapsed from enrollment to completion and/or time actively enrolled by semester)

	<ul style="list-style-type: none"> ○ Average number of credits per program ○ Average credits upon graduation (all credits completed or credits toward degree) ○ Other <ul style="list-style-type: none"> ● Description of other educational offerings and trend analysis of data on participation, disaggregated by relevant populations as applicable <ul style="list-style-type: none"> ○ Dual Enrollment ○ Prison Education Programs (PEP) ○ Career and Technical Education ○ Non-credit programs ○ English as a Second Language (ESL) programs ○ Other
<p>4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations</p>	<ul style="list-style-type: none"> ● Advising or degree program sheets for all programs ● Sample syllabi ● Master syllabus ● Description of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats ● Total library FTE staff (Available in IPEDS) ● Data on Library Holdings <ul style="list-style-type: none"> ○ Total physical library collections (Available in IPEDS-Academic Libraries Survey) ○ Total electronic library collections ● Policies and procedures for how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty ● Evidence of regular assessment of the implementation of policies and procedures, with consideration of results and appropriate follow-up ● Description of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources ● Copies of formal agreements with other institutions for the use of their information resources and/or reference services ● Distance Education - Policies and Procedures related to:

	<ul style="list-style-type: none"> ○ Faculty qualification requirements for teaching distance education courses or programs ○ Ensuring student identify verification in distance or correspondence education courses ○ Ensuring quality in online programs ○ Ensuring comparability of distance education programs to programs in other modalities ○ Ensuring student access to faculty and regular and substantive interaction between instructional staff and students ○ Ensuring student access to academic and technology support services ● Distance Education - Faculty Qualifications <ul style="list-style-type: none"> ○ Number and percentage of faculty qualified to teach online ○ Number of instructional design staff ● Distance Education – Student Headcount (Available in IPEDS) <ul style="list-style-type: none"> ○ Number of distance education courses and programs ○ Number and % students enrolled in distance education courses ● Distance Education – Description of Support Services <ul style="list-style-type: none"> ○ Description of courses and programs offered online ○ Description of delivery of programs or courses (Learning Management System, etc.) ○ Description of support services that are being provided for students, including academic and technology support ○ Description about how students will access educational resources ● Distance Education – Data on Support Services Provided to Students ● Distance Education - Evidence of the assessment of effectiveness of instructional design and information technology support ● Expense Analysis of related expenses (four-years), as applicable: <ul style="list-style-type: none"> ○ \$ / % core expenditure, instruction ○ \$ / % core expenditure, research ○ \$ / % core expenditure, public service
<p>5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p> <p>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to</p>	<ul style="list-style-type: none"> ● Documentation of curriculum maps, catalog descriptions of coherence of courses with general education learning outcomes ● Documentation of the evaluation of institution or general education student learning outcomes with evidence of appropriate levels of rigor and

<p>make well-reasoned judgments outside as well as within their academic field;</p> <p>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</p> <p>c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;</p>	<p>coherence and the regular consideration of results and follow-up on any findings</p> <ul style="list-style-type: none"> • Description of the process for assigning educational experiences to the general education curriculum • Description and date of last revision of general education program • List of new courses taught within the general education program during the most recent four-year period
<p>6. in institutions that offer graduate professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula</p>	<ul style="list-style-type: none"> • If applicable, graduate-level student learning outcomes relating to research/scholarship/creative activity and independent thinking • Policy and procedures related to independent research, thesis, master’s paper, dissertation, fieldwork or internship <ul style="list-style-type: none"> ○ Policies and procedures on Graduate Assistantships • Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as: <ul style="list-style-type: none"> ○ (%) faculty with terminal degrees, appropriate to discipline (for faculty teaching graduate courses) • Expense Analysis of related expenses (four-years), as applicable <ul style="list-style-type: none"> ○ \$ / % core expenditures in research
<p>7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers</p>	<ul style="list-style-type: none"> • Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs. • Complete list of current third-party providers delivering education-related services and/or a portion of an educational program, including name of program, percent of program, and list of services offered by the third-party, as applicable (<i>Substantive Change Policy and Procedures and federal regulation 34 CFR § 602.22(a)(3)(J)</i>) • Sample of current written agreements and/or contracts with third-party providers for the delivery of education-related services and/or portions of an educational program, as applicable (<i>Contracts by Accredited and Candidate Institutions for</i>

	<p><i>Education-related Services; Third-Party Providers Guidelines)</i></p> <ul style="list-style-type: none"> • Documentation including the URL of required disclosure of educational programs when a portion is delivered by a third-party provider, as applicable (<i>Public Disclosures Policy and Procedures and federal regulation 34 CFR § 668.43(a)(12)(i-iv)</i>) • Evidence of evaluation of third-party providers, the consideration of results, and follow-up when warranted
<p>8. periodic assessment of the effectiveness of student learning experiences for all student populations.</p>	<ul style="list-style-type: none"> • Evidence of the regular evaluation and assessment of student learning experiences (assessment instrument and collected data), the consideration of results, and follow-up when warranted

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

<p>1. clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p>	<ul style="list-style-type: none"> • Admissions Philosophy and Practices: Documents and policy statements (in addition to the catalog) on the institution’s admissions philosophy and practice • Admissions Profile using multiple data points such as: Number of inquiries, applications, admits, yield rates, deposit-payers, and newly enrolled degree-seeking students, disaggregated by relevant populations, as appropriate to mission <ul style="list-style-type: none"> ○ Admissions and Test Scores survey (Available in IPEDS) • Policies and procedures which ensure ethical recruiting practices • Policies and procedures which ensure ethical marketing practices • Evidence of regular evaluation of admissions practices, and the effectiveness of policies, and procedures, consideration of results by key stakeholders, and corrective action when warranted • Sample enrollment agreements, as applicable • Sample marketing materials • Student Handbook • Enrollment projections including clear parameters and assumptions on which they are based • Retention Rates (Available in IPEDS and collected in the AIU) • Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)
<p>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p>	<ul style="list-style-type: none"> • Financial Aid Profile <ul style="list-style-type: none"> ○ Undergraduate (Available in IPEDS Student Financial Aid survey) ○ Graduate students, as applicable

	<ul style="list-style-type: none"> • Brochures and other publications on financial aid (<i>Public Disclosures Policy and Procedures</i>) • Documentation including the URL where students and the public can find information on the cost of attendance and student financial aid data, such as: <ul style="list-style-type: none"> ○ Cost of attendance, including tuition, fees, and expenses ○ Net price ○ Net price Calculator (URL) ○ (%) students with loans (undergraduate) ○ Discount rate ○ Other • Data on debt and repayment such as: <ul style="list-style-type: none"> ○ Student loan cohort default rates, 3 year (e.g. College Scorecard) ○ Tuition and fees per student FTE (Available in IPEDS Student Financial Aid survey (undergraduate)) ○ Average student loan indebtedness (undergraduate) ○ Students with Pell grants (Available in IPEDS- Student Financial Aid survey) ○ Average Pell grant (Available in IPEDS – Student Financial Aid survey) • Trend analysis of attendance and completion of financial aid counseling sessions or other services designed to educate students
<p>b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;</p>	<ul style="list-style-type: none"> • Policies and procedures for placement for incoming or current students into: <ul style="list-style-type: none"> ○ Preparation programs or courses ○ Basic Skills ○ Developmental Education ○ Other • Basic Skills/ Developmental Education Data, as applicable, including the following: <ul style="list-style-type: none"> ○ (%) of first-time students enrolled in DevEd during the Fall ○ (%) Basic skills placement ○ (%) Basic skills mathematics and writing course pass rates; ○ (%) first-year retention for students placed in one or more basic skills courses
<p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p>	<ul style="list-style-type: none"> • Policies and procedures for orientation, advisement, and counseling programs and services • Trend analysis of data on attendance, participation, and completion of orientation and/or other services • Expense analysis of related expenses (four years), as applicable <ul style="list-style-type: none"> ○ \$ / % Core expenditures, student support ○ \$ / % Core expenditures, academic support

	<ul style="list-style-type: none"> ○ \$ / % Core expenditures, institutional support
<p>d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;</p>	<ul style="list-style-type: none"> • Evidence of processes, programs, and services designed to enhance student achievement • Completions by program when enrollment is over ten students (to protect student identity) <ul style="list-style-type: none"> ○ (Available in IPEDS-Completions survey)
<p>e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations;</p>	<ul style="list-style-type: none"> • Current Student Enrollment Profile, disaggregated by relevant populations • International Student Enrollment Data, disaggregated by relevant populations, as applicable <ul style="list-style-type: none"> ○ Number of foreign/international students enrolled in degree programs ○ Number of foreign/international students enrolled in non-degree programs • Trend analysis of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations, such as the following: <ul style="list-style-type: none"> ○ Retention Rates (Available in IPEDS and collected in the AIU) ○ Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU) ○ Transfer Rates (Available in IPEDS and collected in the AIU) ○ Post-Completion Placement rates, as applicable and/or • Alternative completion measures including but not limited to: <ul style="list-style-type: none"> ○ Student Achievement Measure (SAM) ○ Outcomes Measures (OM) (Available in IPEDS) ○ Degrees Awarded, by credential level annually (Available in IPEDS) ○ Pass Rates on standardized examinations ○ Data on Earnings (e.g. College Scorecard for some institutions) ○ Other
<p>2. fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency- based assessment, and other alternative learning approaches;</p>	<ul style="list-style-type: none"> • Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality) (<i>Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR § 602.24(e) and 668.43(a)(11)</i>) • Policies and procedures for awarding credits for experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

	<ul style="list-style-type: none"> • Documentation, including URL, catalog, or other public location of public disclosure of transfer of credit policies and procedures (<i>Verification of Compliance-Transfer of Credit Policies and Articulation Agreements and federal regulation § 602.24(e)</i>) • Transfer data (Available in IPEDS) • Documentation of public disclosure including URL and other public locations of the list of institutions with which the institution has established an articulation agreement (e.g. high schools, other colleges), with evidence of regular updates (<i>Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR 668.43(a)(11)(ii)</i>) • Documentation of training for faculty or other appropriate professionals to properly advise both incoming and outgoing transfer students (<i>Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures</i>)
<p>3. Policy and procedures for the safe and secure maintenance and appropriate release of student information and records</p>	<ul style="list-style-type: none"> • Policies and procedures for the maintenance and retention of student records • Policies and procedures regarding the protection of privacy for students (i.e. FERPA; data privacy; data security) (<i>Verification of Compliance-Student Identity Verification in Distance and Correspondence Education</i>)
<p>4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs</p>	<ul style="list-style-type: none"> • Policies and Procedures for athletics, such as: <ul style="list-style-type: none"> ○ Mission Statement ○ Guiding Principles ○ Statement of Purpose ○ Branding and Marketing ○ Academic Standards ○ Sportsmanship and Ethical Content ○ Other • Student-Athlete Handbook • Student Headcount by sport or activity, disaggregated by relevant populations • Data on student-athlete scholarships • Average GPA of students by sport or activity
<p>5. If applicable, adequate and appropriate institutional review and approval student support services designed, delivered, or assessed by third-party providers</p>	<ul style="list-style-type: none"> • Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs. • Complete list of current third-party providers delivering student support services (<i>Contracts by Accredited and Candidate Institutions for</i>

	<p><i>Education-related Services; Third-Party Providers Guidelines)</i></p> <ul style="list-style-type: none"> • Sample of current agreements and/or contracts with third party providers of student support services, where appropriate. (<i>Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)</i> • Analysis of Services offered by Online Program Managers (OPMs) <ul style="list-style-type: none"> ○ List of educational programs delivered by OPM(s) ○ (%) of educational program offered by OPM(s) ○ Agreements and/or contracts with OPM(s), noting any new contracts or changes to terms and conditions of existing contracts ○ Description of services offered by OPM (e.g. delivery of instruction, recruiting and marketing services, support services, faculty training /qualifications/ compensation, instructional design) • Evidence of periodic assessment of third-party providers, consideration of results, and follow-up when warranted
<p>6. periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation</p>	<ul style="list-style-type: none"> • Documentation (assessment instrument and analysis of collected data) of the regular evaluation and assessment of student support services, the consideration of results, and follow-up when warranted

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.

<p>1. Clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission;</p>	<ul style="list-style-type: none"> • Student learning outcomes both institution-wide (e.g., general education) and for individual programs and matrix showing their relationship to each other • Documentation of curriculum maps by degree/program levels
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders; 	<ul style="list-style-type: none"> • Documentation of an implemented, systematic, and sustained process to assess student learning outcomes at all levels • Documentation of institutional and programmatic student learning goals and objectives • Data on student completion of educational goals • Documentation of communication of results of assessment to stakeholders.
<p>3. Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;</p>	<ul style="list-style-type: none"> • Analysis of student learning assessment results appropriate for all programs at institutional and unit levels for programs with more than twenty students enrolled (to protect student identity) • List of assessment approaches used in educational effectiveness assessment by program and student learning outcome (or appropriate samples) • Analysis of four years of student achievement data, disaggregated by relevant populations, to help interpret educational effectiveness assessment results/summaries • Where applicable, post-completion job placement rates, disaggregated by program

<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and</p>	<ul style="list-style-type: none"> • Policies, procedures, or guidance for the process of development and approval of third-party providers that will assess student learning • List of agreements and/or contracts with third-party providers offering assessment services, as applicable • Sample agreements and/or contracts with third party providers offering assessment services, as applicable. (<i>Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines</i>) • Evidence (assessment instrument and analysis of collected data) of periodic assessment of third-party providers
<p>5. Periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.</p>	<ul style="list-style-type: none"> • Evidence of the periodic assessment of assessment policies and procedures, the consideration of results, and follow-up when warranted

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

<p>1. institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;</p>	<ul style="list-style-type: none"> • Organizational charts for institution and all divisions and units • Organization charts for senate, councils, and committees • Division/ unit goals and objectives • Summaries or cross-walks of division/unit goals and objectives with key assessment results • Documentation of an implemented, systematic, and sustained institutional assessment process linking the assessment and evaluation process to budgeting, planning and resource allocation
<p>2. clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation;</p>	<ul style="list-style-type: none"> • Documentation of planning and assessment processes used to make improvements • Evidence of consideration and use of appropriate assessment by key institutional and unit stakeholders for identifying opportunities for innovation and/or the improvement of educational effectiveness at division/unit levels
<p>3. planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments;</p>	<ul style="list-style-type: none"> • Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or institutional effectiveness planning • Evidence of integrated planning processes that include student achievement and institutional improvement goals in the development and implementation of the institution’s strategic plan and resource allocation • Evidence of regular reporting on institutional performance on key performance indicators (KPIs) • Evidence of analysis of KPIs tied to strategic or institutional effectiveness planning • Evidence of review of KPIs by institutional stakeholders, including members of the board, senior staff, and collegial governance organizations
<p>4. planning for diversity, equity, and inclusion that is aligned with the institution’s mission and goals, maintains sufficient resources, and leads to institutional improvement;</p>	<ul style="list-style-type: none"> • Evidence of the application of diversity, equity, and inclusion principles in the development and implementation of the institution’s strategic plan and resource allocation

	<ul style="list-style-type: none"> • Student Headcount Data, disaggregated by relevant populations <ul style="list-style-type: none"> ○ Fall Enrollment (Available in IPEDS and collected in the AIU) ○ 12 Month Enrollment (Available in IPEDS and collected in the AIU) ○ Graduate Enrollment • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) <ul style="list-style-type: none"> ○ Faculty headcount ○ Administrative and staff headcount
<p>5. a financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/ objectives;</p>	<ul style="list-style-type: none"> • Evidence that the institution’s budgeting process is aligned with the institution’s strategic or institutional effectiveness plan: <ul style="list-style-type: none"> ○ Current fiscal year institutional budget or other comparable documentation ○ Unit mission statements, as applicable ○ Unit budgets, as applicable ○ Budgeting policies and procedures ○ Budget projections, including clear parameters and assumptions on which they are based • Evidence that the institution’s enrollment management planning process is aligned with the institution’s strategic or institutional effectiveness plan: <ul style="list-style-type: none"> ○ Enrollment projections, including clear parameters and assumptions on which they are based ○ [Strategic] enrollment management plan, as applicable ○ Analysis of enrollment trends • Evidence that the institution’s long-term financial planning reconciles the financial plan to the institution’s financial capacity and assesses risk factors: <ul style="list-style-type: none"> ○ Financial planning policies and procedures ○ Long-term financial plans, three-five year, as applicable ○ Underlying assumptions of the financial plan and evidence of the viability of those assumptions • If applicable, a clear, well-founded plan to reduce any deficits to yield a balance or surplus in a timely fashion
<p>6. fiscal and human resources as well as physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;</p>	<ul style="list-style-type: none"> • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) <ul style="list-style-type: none"> ○ Faculty headcount ○ Administrative and staff headcount • Evidence of adequate resourcing at all branch campuses and additional locations

	<ul style="list-style-type: none"> • Expense Analysis of related expenses (four-years), as applicable <ul style="list-style-type: none"> ○ \$ / % core expenditures, instruction ○ \$ / % core expenditures, public service ○ \$ / % core expenditures, research ○ \$ / % core expenditures, academic support ○ \$ / % core expenditures, student support
<p>7. documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability;</p>	<ul style="list-style-type: none"> • Financial ratio analysis appropriate to institutional type: <ul style="list-style-type: none"> ○ Primary reserve ratio (expendable net assets / total expenses) ○ Net Operating Revenue Ratio (net operating income / total operating revenue) ○ Return on Net Assets Ratio (change in net assets / total net assets) ○ Viability Ratio (expendable net assets / long-term debt) • Composite Financial Index (-4 to 10) • Capitalization Ratio • (\$) Debt service, last four years • Tuition discount rate • Instructional expense per credit hour • Where possible, SEC 10K filings or Form 990 • Documentation of funding streams from related entities and analysis of the institution's financial independence from a related entity • Analysis of state and local appropriations, as applicable • Bond Ratings, as available
<p>8. a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;</p>	<ul style="list-style-type: none"> • Annual financial audit for four most recent fiscal years, with management letters, where appropriate (Collected in the AIU) • Any appropriate supporting documentation to assist with understanding financial statements, such as annual audit for related entities such as system administration • Evidence of follow-up on any findings or material weaknesses, where warranted
<p>9. well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;</p>	<ul style="list-style-type: none"> • Organizational charts for the institution, including divisions and units • Sample of agenda and decision-making meeting minutes

	<ul style="list-style-type: none"> • Expense Analysis of related expenses (four-years), as applicable s <ul style="list-style-type: none"> ○ \$ / % core expenditures, institutional support
<p>10. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution’s strategic and financial planning processes;</p>	<ul style="list-style-type: none"> • Comprehensive plans for facilities, equipment, and supplies <ul style="list-style-type: none"> ○ Description of physical facilities, including space for instruction, library, student support services, and administrative services ○ Capital facilities master plan ○ Information technology master plan • Facilities condition analyses • Deferred maintenance costs and plans • Space utilization studies • Capital budget and expenditures • IT expenditure and replacement cycle documentation • Documentation regarding ownership (titles, mortgages, liens), and rental and lease agreements (contracts) • Copies of insurance policies currently in force (fire, casualty, and liability) • Sample of agreements and/or contracts with third party providers for key business functions • Analysis of the level of outsourcing key business functions
<p>11. compliance with its program responsibilities under existing federal Title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;</p>	<ul style="list-style-type: none"> • Program participation agreement (PPA), most recent • Statement of Accreditation Status (SAS) (PDF Format) (dated) • Eligibility and Certification Approval Report (ECAR), most recent • Heightened Cash Monitoring (HCM) Status, if applicable • Title IV Responsibilities (<i>Verification of Compliance - Title IV Responsibilities and federal regulation 34 CFR 602.16(a)(1)(x)</i>) <ul style="list-style-type: none"> ○ Three-year official cohort default rate (College Scorecard or Institution) ○ Financial responsibility composite score / composite score index

	<ul style="list-style-type: none"> ○ Most recent Program Review Determination Letter (Final Program Review Determination Letter of Expedited -Determination Letter; correspondence) ○ Single Audit (OMB Circular A-128; OMB Circular A-133, 2 CFR 200 Subpart F: Uniform Guidance) ○ USDE Correspondence and institutional response related to limited, suspended, terminated eligibility to participate in Title IV ○ For Profit Institutions - 90/10 Rule – percentage of revenue from federal funds
<p>12. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals; and</p>	<ul style="list-style-type: none"> ● Evidence of resource planning and analysis of resource utilization ● Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions
<p>13. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources</p>	<ul style="list-style-type: none"> ● Evidence of discussion and use of evidence noted above by governing body, chief executive officer, staff, and faculty in budgeting, planning, and resource allocation ● Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions ● Consultant and taskforce reports, as applicable

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

<p>1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution’s legally constituted governing body, administration, faculty, staff, and students, as well as any related entities</p>	<ul style="list-style-type: none"> • Organizational charts for institution and divisions and units, as applicable • Description of the legally constituted governance structure, including a diagram that clearly conveys the governance structure of the institution and clearly identifies any related entities and all levels of ownership that are legally responsible for the institution • Information on all related entities, as applicable (<i>Related Entities Policy and Procedures</i>) <ul style="list-style-type: none"> ○ A listing of the legal name, jurisdiction, form or organization of every entity that is part of the legal constituted governance structure (including related entities) ○ The bylaws, founding or governance documents must be provided for all related entit(ies) ○ Related Entities Required Disclosures Certification Statement • Governing Documents including bylaws, certificate or articles of incorporation, operating provisions or agreements, filings, and any other founding documents
<p>2. A legally constituted governing body that:</p> <p>a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution;</p> <p>b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities;</p> <p>c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution</p>	<ul style="list-style-type: none"> • Documentation of the structure, authority, and autonomy of governing body including any related entities • Policies and procedures manuals or compendium • Board committee procedures • Description of how the governing board regularly reviews policies and bylaws • Sample of board and committee meeting minutes <ul style="list-style-type: none"> ○ Documenting board review and approval of policy ○ Documenting review of annual financial statements ○ Documenting board decision-making • Policy and procedures for board conflicts of interest

<p>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;</p> <p>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</p> <p>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</p> <p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. is not chaired by an institutional or system representative to avoid conflict of interests;</p> <p>i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution;</p> <p>j. supports the Chief Executive Officer in maintaining the autonomy of the institution;</p> <p>k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies.</p>	<ul style="list-style-type: none"> • Documentation of regular or systematic disclosure or reporting of conflicts of interest and/or recusals (e.g. forms or meeting minutes) • List of current governing body or board members <ul style="list-style-type: none"> ○ Disaggregated by relevant populations ○ Affiliation and occupation of each member ○ Identify those members of the governing board who are remunerated by the institution through salaries, wages or fees ○ Identify board members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer ○ Board member curriculum vitae (CVs) or biographies • Documentation of regular and systematic board self-evaluation with evidence of follow-up on any concerns (available examples from a four- year period)
<p>3. Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization,</p>	<ul style="list-style-type: none"> • Policies and procedures or by-law provisions outlining search for and appointment of Chief Executive Officer (CEO) • Policies and procedures or by-law provisions outlining evaluation of Chief Executive Officer (CEO) • Policies and procedures for continuity of leadership or succession • Qualifications of the Chief Executive Officer (CEO)

<p>identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;</p>	<ul style="list-style-type: none"> ○ Curriculum vitae (CV) or resume for the chief executive officer including the officer's name and title ○ Evidence that the CEO was appointed by the governing board ○ The appointment date of the CEO ○ Evidence that CEO is evaluated regularly
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly documented and that clearly defines reporting relationships;</p> <p>b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and students in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and</p>	<ul style="list-style-type: none"> ● Organization chart ● Administrative Staff Qualifications <ul style="list-style-type: none"> ○ Curriculum vitae (CVs) or resumes, as applicable ○ Analysis of credentials and professional experience consistent with the mission of the organization and their functional roles ● Human Resources Data, disaggregated by relevant populations (Available in IPEDS) <ul style="list-style-type: none"> ○ Faculty headcount ○ Administrative and staff headcount ● Institutional and Unit Leadership Data, disaggregated by relevant populations <ul style="list-style-type: none"> ○ Analysis of skills, time, assistance, technology, and information systems expertise required to perform their duties ○ Curriculum Vitae (CVs) or resumes ● Policies and procedures for the review of units, with evidence of assessment and evaluation ● Evidence of regular evaluation of administration assessing if they have the skills, time, assistance, technology, and information systems expertise required to perform their duties ● Surveys of Administration by other constituents (survey instrument and analysis of collected data), as applicable <ul style="list-style-type: none"> ○ Student Survey of Administration ○ Faculty Survey of Administration Staff Survey of Administration
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration</p>	<ul style="list-style-type: none"> ● Documentation of an implemented, systematic, and sustained process to assess the effectiveness of governance, leadership, and administration ● Evidence (assessment instrument and analysis of collected data) of periodic assessment of the effectiveness of governance, leadership, and administration ● Consultant and taskforce reports, as applicable

Please see the Standards for Accreditation and Requirements of Affiliation Fourteenth Edition for more information.