



**The Call for Comments period has closed. The Commission staff are processing the comments at this time and will make appropriate revisions to the document. The revised document will go out to our Membership for vote March 30-April 17, 2026.*

Policy Call for Comments (January 12 - 30, 2026)

The Middle States Commission on Higher Education invites comment on the revised *Standards for Accreditation and Requirements of Affiliation (Fifteenth Edition)*.

Title of Policy: *Standards for Accreditation and Requirements of Affiliation (Fifteenth Edition)*

Purpose of Policy: The Mid-Atlantic Region Commission on Higher Education (MARCHE), doing business as the Middle States Commission on Higher Education (MSCHE), is committed to ensuring that our standards continue to drive innovation and best support our institutions and their missions. In addition, our standards must remain aligned with our policies and procedures as well as federal regulation.

Review Type: Substantive Revision of Standards

Review Description: The Commission has proposed revisions to its *Standards for Accreditation and Requirements of Affiliation*. The document is attached to this summary for review.

The periodic review of *Standards for Accreditation and Requirements of Affiliation* is required by both federal regulation and Commission policy and procedures and ensures alignment with federal regulations and the Commission's own policies and procedures. The standards most recently underwent comprehensive revisions in 2014 and 2023.

In 2014, significant revisions included incorporating less prescriptive expectations, a stronger emphasis on student learning and outcomes, and reducing the Commission's standards from 14 to seven. In 2023, significant revisions included an enhanced emphasis on utilizing data to inform decision-making and institutional improvement, while remaining student and mission centered. In addition, the requirements of affiliation were reduced from 15 to four, and the *Evidence Expectations by Standard* companion to the standards was introduced.

The review process reflects the Commission's commitment to self-reflection and continuous improvement. It also is a practice upon which the Commission has relied, much like our institutions, to improve its work and ensure transparency, responsiveness, and integrity for the benefit of students, institutions, and the public.

All constituents, including institutions, students, and the public have opportunities to review proposed revisions, provide feedback, and engage throughout the process. We invite feedback through a variety of forums during this process, including the listening sessions held on November 5, 2025, December 12, 2025, January 5, 2026, and January 6, 2026, and through this call for comment process. In addition, constituents provided written comments following the November 5, 2025, listening session.

As always, the Commission is committed to ensuring a smooth transition for institutions between editions of the standards and continuity in self-study and other accreditation processes.

Institutions undergoing self-study during a standards revision will continue to use the standards in effect at the time that they began their self-study. Institutions that are providing follow-up must submit evidence under the standards in effect at the time of the request for follow-up. The proposed standards would become effective July 1, 2026. Institutions entering Self-Study Institute (SSI) and those with follow-up actions dated on or after July 1, 2026, would use the approved standards resulting from this review.

Summary of Proposed Revisions: The proposed revisions represent a deliberate shift toward enhanced clarity, reduced redundancy, and stronger alignment with current higher education developments, while remaining centered on institutional mission, academic rigor, student success, and continuous improvement.

The revisions simplify and streamline both standards and evidence expectations in response to constituent feedback. Building on prior revisions that reduced the number of standards and requirements of affiliation, the proposed draft further eliminates redundancies and duplicative reporting by removing all criteria and integrating the criteria and evidence under the standard. This eliminated evidence duplication across standards and allowed for the visual presentation of the standard and evidence to be presented differently.

In addition, the revisions now address additional areas that drive innovation and support students, institutions, and their missions, including:

- Transfer credit and student mobility
- Campus and student safety
- Information security strategy and infrastructure, including artificial intelligence
- Student success initiatives
- High-impact practices
- Academic integrity
- Institutional planning
- Workforce development, continuing education, or other similar initiatives

Finally, the proposed revisions offer greater clarity and support for meaningful assessment with clarifications on the use of data to support decision-making in addition to language and syntax adjustments. In the revision, we celebrate the following additional changes:

- Clarified that data should be disaggregated and analyzed as appropriate to institutional mission;
- Specified reporting timeframes for certain types of data;
- Clarified evidence should consider a diversity of ideas and perspectives; and
- Adjusted language and syntax to ensure standards remain clear and consistent

Link to Provide Comments: <https://www.msche.org/policies/20260112-call-for-comments-standards/>

Deadline for Comments: January 30, 2026

Next steps: Your feedback is critical!

- Call for comments: We are conducting a call for comments on our standards in accordance with Commission policy [*Review of Commission Standards, Requirements of Affiliation, and Policies*](#) and federal regulation 34 CFR § 602.21 *Review of Standards*. The proposed standards will be further revised as appropriate based on the feedback collected through this call.
- Commission discussion: At the March 11-12, 2026, meeting, the Commission will receive a report on feedback received through the comment period and will consider additional edits at that time.
- Institutional CEOs or Presidents vote: CEOs or Presidents from our institutions will vote to approve the revised *Standards for Accreditation and Requirements of Affiliation (Fifteenth Edition)* from March 30 – April 17, 2026, in accordance with the Commission's policy [*Review of Commission Standards, Requirements of Affiliation, and Policies*](#).
- Commission vote: The final document will be presented for review and approval by the Commission at its June 24 – 25, 2026, meeting. Upon approval, the revised standards will become effective July 1, 2026, and apply to institutions entering Self-Study Institute in the fall of 2026.

Questions: Any questions about the draft standards should be directed to policy@msche.org. Any questions about accessing the comment form or MSCHE website should be directed to support@msche.org.

Standards for Accreditation and Requirements of Affiliation Revision

Call for Comments Draft | January 12, 2026

Minimum Requirements

An institution interested in accreditation with the Middle States Commission on Higher Education (MSCHE) is required to demonstrate that it meets minimum requirements. In determining eligibility, the Commission considers an institution's legal authority to operate or licensure, standing with other accreditors, operational status, mission and related goals, governance and administrative structures, financial resources, and certifications of information. The minimum requirements are further defined in Commission policy and procedures.

Requirements of Affiliation

To achieve and maintain MSCHE accreditation, an institution must demonstrate that it meets our requirements of affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution's compliance. Once eligibility is established, an institution then must demonstrate on an ongoing basis that it meets the standards for accreditation.

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both Authorization or licensure is from an appropriate governmental organization or agency as required by each of the jurisdictions, regions, or countries in which the institution operates.

Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

- 24 2. The institution is operational, with students actively enrolled in its degree
25 programs.
- 26 3. For institutions pursuing candidate for accreditation status or the grant of
27 accreditation, the institution will graduate at least one class before the team visit
28 for the grant of accreditation takes place, unless the institution can demonstrate
29 to the satisfaction of the Commission that the lack of graduates does not
30 compromise its ability to demonstrate that students have achieved appropriate
31 learning outcomes.
- 32 4. The institution must communicate with the Commission in English, both orally
33 and in writing, including all accreditation materials to support the multi-level
34 accreditation decision-making process.

Standards for Accreditation

Standard I: Mission and ~~Goals~~Governance

The institution is effectively governed and administered in a manner that allows it to realize its stated mission and goals, defines its purpose within the context of higher education, serve its students and other constituencies, and consistently improve outcomes, ~~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.~~ The institution has a legally constituted governing board that exercises fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution.

Standard II: Ethics and Integrity

Ethics ~~and~~, integrity, and a safe environment for learning and teaching 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.

Standard III: Design, Delivery, and Assessment of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all credential levels (program, certificate, and degree), regardless of instructional modality, program pace/schedule, or setting. All student learning experiences (credit or non-credit), ~~regardless of modality, program pace/schedule, credential level, and setting are consistent with higher education expectations~~ designed, delivered, and regularly assessed by faculty (full-time or part-time) and/or other appropriate professionals who are rigorous and effective in teaching, qualified for the positions they hold and the work they do, sufficient in number, and provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation. Assessment of student learning and student achievement data demonstrates that the institution's students have achieved educational goals consistent with their program of study, the institution's mission, and appropriate expectations for higher education institutions.

Standard IV: Support of the Student Experience

~~Across all student learning experiences, settings, levels (program, certificate, and degree), and instructional modalities, t~~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~~has 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. The institution uses data to improve student success or achievement of educational goals through increased retention, persistence, completion, or other valid and reliable measures.

Standard V: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources allocation, and institutional improvement processes, 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.

Standard I: Mission and ~~Goals~~Governance

The institution is effectively governed and administered in a manner that allows it to realize its stated mission and goals, defines its purpose within the context of higher education, serve its students and other constituencies, and consistently improve outcomes, 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. The institution has a legally constituted governing board that exercises fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution.

Required Evidence

- Sample publications with clearly defined mission statement
- Evidence of regular evaluation of mission statement and institutional goals
 - 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 the most recent 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). Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or goal setting~~
 - ~~Date of last update~~
 - ~~Goals with evidence of their relationship to mission (e.g., crosswalk, etc.)~~
- ~~Evidence that the institution has set goals that consider diversity, equity, and inclusion principles of perspectives~~
- ~~Evidence of alignment between mission and strategic goals and diversity, equity, and inclusion principles~~
- ~~Student Headcount Data, disaggregated by relevant populations (Available in IPEDS and collected in the AIU)~~
 - ~~Fall Enrollment~~
 - ~~12 Month Enrollment~~
 - ~~Graduate enrollment if applicable~~
- ~~Human Resources Data, disaggregated by relevant populations (Available in IPEDS)~~
 - ~~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~~

- ~~Evidence of strategic plan and mission development processes~~
- Description of the legally constituted governance structure, including a diagram of the legally constituted governance structure that clearly conveys the governance structure, outlines roles and responsibilities, and articulates accountability for decision making by each constituency (i.e. governing body, administration, faculty, staff, students, and any related entities) of the institution
- Governing Documents including such as bylaws, certificate or articles of incorporation, operating provisions or agreements, filings, and any other foundational documents
- For institutions with related entities, documentation that the institution can operate as an academic institution with appropriate autonomy and independence from undue political, financial or other influence (Related Entities Policy and Procedures):
 - A listing of the legal name, jurisdiction, form or organization of every related entity that is part of the legal constituted governance structure
 - Governing documents for all related entit(ies)
 - Related Entities Required Disclosures Certification Statement
 - Documentation of the structure, authority, and autonomy of the legally constituted governing body including any related entities and all levels of ownership that are legally responsible for the institution
- Governing body or board policies and procedures manuals or compendium that are informed by principles of good practice in board governance
 - Excerpts or bylaw provisions outlining search for and appointment of Chief Executive Officer (CEO)
 - Excerpts or bylaw provisions describing the process for evaluating the Chief Executive Officer (CEO)
 - Excerpts or bylaw provisions describing the process for board self-evaluation
 - Excerpts or provisions for continuity of leadership or succession
 - Board committee procedures
- Sample of Governing body meeting records (sample across most recent four-year period)
 - Board and committee meeting agenda and minutes (sample across most recent four-year period)
 - Excerpts documenting board review and approval of policy and bylaws
 - Excerpts documenting strong fiscal management including review of annual financial statements
 - Excerpts documenting board decision making
- Evidence that the governing body or board members have varied backgrounds, independence, and expertise to ensure the integrity of the institution and improve decision-making
 - Affiliation and occupation of current ~~teach~~ members
 - 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 such as the evaluation instrument, policy or procedures,~~ with evidence of follow-up on any concerns (available examples from the most recent four-year period)
- Qualifications of the Chief Executive Officer (CEO) to fulfill the responsibilities of the position and direct the institution toward attaining the mission and goals of the institution
 - Curriculum vitae (CV) or resume for the chief executive officer including the officer's name, title, and date of appointment

- Evidence that the CEO was appointed by the governing board
- Evidence that the CEO has the authority and autonomy required to fulfill the requirements of the position
- Documentation of regular and systematic evaluation of the CEO such as the evaluation instrument with evidence of follow-up on any concerns (available examples from the most recent four-year period)
- Qualifications of the Administrative Staff Senior Administration or CEO/President's Leadership Team to assist the CEO in fulfilling their roles and duties
 - Curriculum vitae (CVs) or resumes, as applicable
 - Analysis of qualifications, credentials, and professional experience consistent with the mission of the organization and their functional roles
 - Analysis of skills, time, assistance, technology, and information systems expertise required to perform their duties
- Human Resources Data (Available in IPEDS)
 - Faculty headcount
 - Administrative and staff headcount
- Institutional and Unit Leadership Data
- Organizational charts for institution, divisions, and units, as applicable, that are clearly documented and outline roles, responsibilities, and accountability for decision making
- Policies and procedures for the review of units, with evidence of assessment and evaluation of the effectiveness of those policies
- Documentation of an implemented, systematic, and sustained process to assess the effectiveness of governance, leadership, and administration (assessment instruments and analysis of collected data)
 - Some examples of surveys for other constituents include Student Survey of Administration or Faculty or Survey of Administration Staff Survey of Administration
- Consultant and taskforce reports, as applicable

Standard II: Ethics and Integrity

Ethics and integrity, and a safe environment for learning and teaching 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.

Required Evidence

- Policies and procedures on:
 - Academic and intellectual freedom
 - Freedom of expression
 - Intellectual property rights
 - Copyright
- Evidence of support of a climate of respect
 - Policies and procedures

- Evidence of regular and systematic campus climate assessments or surveys of a variety of representative stakeholder groups, including sample communication or publication of results
- Evidence of the consideration of results, follow up, or changes made to mission, goals, strategic or operational priorities
- Evidence of fair and impartial policies and procedures for assuring grievances are addressed promptly, appropriately and equitably
 - Policy and procedures for faculty or staff complaints or grievances including the URL and any other location where faculty and staff can access these documents (*Complaints Involving Applicant and Member Institutions Policy and Procedures*)
 - Policies and procedures for student complaints or grievances, including the URL and any other location where students and the public can access these documents (*Verification of Compliance Applicable Federal Regulatory Requirement - Record of Student Complaints and federal regulation 34 CFR § 668.43; Complaints Involving Applicant and Member Institutions Policy and Procedures*)
 - 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 State official or agency that would appropriately handle a student's complaint (*Applicable Federal Regulatory Requirement Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 668.43(b), Complaints Involving Applicant and Member Institutions Policy and Procedures*)
 - Institutional record of student complaints and resolution, most recent four-year time period (*Complaints Involving Applicant and Member Institutions Policy and Procedures; Applicable Federal Regulatory Requirement Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 602.16(a)(1)(ix)*)
 - Institutional record of faculty or staff complaints and resolution (*Complaints Involving Applicant and Member Institutions Policy and Procedures*)
- Evidence that the institution establishes and complies with a written conflict of interest policy designed to ensure impartiality and the avoidance of the appearance of conflicts of interest
 - Policies and procedures for conflicts of interest (for employees and governing board)
 - Examples of implementation (e.g. training)
 - Documentation ~~or sample~~ of disclosure or reporting of conflicts of interest ~~or~~
 - Examples of recusals from decision-making (e.g. forms or meeting minutes), if applicable
 - Evidence that a majority of the governing body or board members have no employment, family, ownership, or other personal financial interest in the institution
- Policies and procedures related to hiring, evaluation, promotion, separation
 - Analysis of data on hiring and promotion to assess the effectiveness of policies and procedures
- Evidence of honest and truthful communications, marketing, and recruiting materials
 - Policies and procedures for approving and disseminating information to internal and external stakeholders
 - Sample marketing, admissions, and recruiting materials
 - Sample internal communications
 - Expense Analysis of related expenses (most recent four years), as applicable
 - Percent of budget \$ / % Marketing, advertising
 - \$ / % Recruitment services
- Policies and procedures related to accessibility and affordability, including the URL for where students and the public can find these documents (*Applicable Federal Regulatory*

Requirement Verification of Compliance – Required Information for Students and federal regulation 34 CFR § 668.43(a)(1-4):

- Availability of student financial assistance for those who qualify and the process for disbursements, repayment, and refunds
- Withdrawal policies
- Student refund policies
- Documentation including URL where students and the public can find information on the cost of attendance and student financial aid data, such as:
 - Net price Calculator (URL)
 - Cohort default rate (3 year)
 - (%) students with loans (Institution)
 - Average student loan indebtedness (Institution)
- Evidence of the public disclosure of required information for students and the public
 - Documentation including the URL of the public disclosure of required policies and procedures (~~Verification of Compliance~~ Applicable Federal Regulatory Requirement – Required Information for the Public 34 CFR § 668.43, Public Disclosures Policy and Procedures)
 - Documentation including the URL of the public disclosure of required information for students and the public (~~Verification of Compliance~~ Applicable Federal Regulatory Requirement- Required Information for Students 34 CFR § 668.43 and § 668.45, Public Disclosures Policy and Procedures)
 - Documentation including the URL of accurate representation of MSCHE accreditation status (*Communication in the Accreditation Process Policy and Procedures; Public Disclosures Policy and Procedures; ~~Verification of Compliance~~ Applicable Federal Regulatory Requirement - Standing with State or Other Accrediting Agencies 34 CFR § 668.43 and § 602.23(d)*)
- Documentation of valid degree granting authority (DGA) and licensing (~~Verification of Compliance~~ Applicable Federal Regulatory Requirement - Standing with State or Other Accrediting Agencies 34 CFR § 668.43)
 - 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 that the institution is in good standing with other accrediting agencies (Applicable Federal Regulatory Requirement - Standing with State or Other Accrediting Agencies 34 CFR § 668.43):
 - List of USDE recognized accreditors with name of the accreditor, accreditation status, date of last renewal of accreditation, gatekeeper designation (Primary/Multiple Accreditation), scope (Institutional/Programmatic), effective year, number of years accredited (institutions should ensure this information is reported in the Institution Portal and updated regularly)
 - List of educational programs accredited by programmatic accreditors
 - Reports and documentation of the accreditor's most recent accreditation action including relevant correspondence
- Documentation of accurate representation of the institution's scope of accreditation (Public Disclosures Policy and Procedures):
 - URL where the institution publicly discloses its scope of accreditation (credential levels, locations, alternative delivery methods) and substantive changes
 - ~~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
- Evidence of robust campus security infrastructure and clear communication systems:
 - Policies, procedures, or campus safety standards
 - Description of proactive measures for the prevention of crime and violence
 - Emergency preparedness plans (including plans in place for disruptions to classes)
 - Reporting on all applicable federal and state campus safety incidents and plan requirements, including but not limited to Clery Act Reporting and all corresponding state requirements
 - Documentation of the appropriate management of safety incidents, including outcomes of internal or external investigations that lead to documented improvements in safety
- Evidence of robust information security infrastructure (*Information Security and Privacy Policy and Procedures; Information Security Incident Response Procedures; Use of Artificial Intelligence Policy and Procedures*):
 - Policies, procedures, or information security protocols such as privacy, access control, data management, acceptable use, artificial intelligence, incident response, data recovery, as applicable to the institution
 - 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)
- 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, Delivery, and Assessment of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all credential levels (program, certificate, and degree), regardless of instructional modality, program pace/schedule, or setting. All student learning experiences (credit or non-credit), ~~regardless of modality, program pace/schedule, credential level, and setting are consistent with higher education expectations~~ designed, delivered, and regularly assessed by faculty (full-time or part-time) and/or other appropriate professionals who are rigorous and effective in teaching, qualified for the positions they hold and the work they do, sufficient in number, and provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation. Assessment of student learning and student achievement data demonstrates that the institution’s students have achieved educational goals consistent with their program of study, the institution’s mission, and appropriate expectations for higher education institutions.

312 Required Evidence

- Documentation that certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student, are appropriate to the objectives of the degree or other credential with sufficient course content and program length, and are aligned with current and emerging workforce needs (*Credit Hour Policy and Procedures*):
 - Policy, procedures, and/or methodologies employed for assignment of credit hour (or other value) for all types of courses, disciplines, programs, credential levels, formats, and modalities
 - Documentation of the evaluation process the institution utilizes to verify length of academic period and compliance with credit hour requirements or other value
 - 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 (*Applicable Federal Regulatory Requirement Verification of Compliance – Assignment of Credit Hours 34 CFR § 668.8(k) and (l)*)
 - Analysis of labor market data and demands, employer partnerships, and outcomes related to post-completion placement and earnings
- Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures:
 - Faculty/Staff Handbook(s)
 - Policies and procedures on faculty qualifications
 - Policies and procedures on promotion and tenure guidelines
 - Human Resources Data (Available in IPEDS)
 - Faculty or other appropriate instructional professionals headcount
 - Administrative and staff headcount
 - 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
- Faculty ~~or Other Appropriate Instructional Professionals~~/instruct workload data, such as:
 - Enrollment data by class /class size
 - Average academic credit hours taught per faculty member
 - Student to staff ratio
 - Student to faculty ratio
 - Other data
- Documentation on practices related to the evaluation of teaching:
 - Policies and procedures for evaluating the teaching of students
 - Sample instrument(s) for course evaluations, teaching observations, etc. and most recent four-year trend analysis of collected data

- o Evidence of the regular ~~assessment and~~ evaluation and assessment of the effectiveness of these policies and procedures, consideration of results and follow-up on any findings
- Course or academic program approval procedures and sample approval documentation (including but not limited to syllabi or course content)
- Evidence of the regular review of academic programs (representative sample of program and unit reviews conducted during the most recent four-year timeframe)
- Specialized accreditation reports or other annual reports, and analysis and results of follow-up on any findings, as applicable
- Expense Analysis of related expenses (most recent four-years), as applicable
 - o \$ / % core expenditure for instruction
 - o \$ / % core expenditure for research
 - o \$ / % core expenditure for public service
 - o Instructional expense per student FTE
- Evidence of faculty and other professionals training in curriculum development, instruction, and course design; course and programmatic assessment
- Documentation of sufficient student learning experiences and resources to support both the institution's programs of study and the academic progress of all students:
 - o Academic catalog ~~including~~ URL with description of degree requirements and expected time to completion
 - o List of all educational programs with enrollments (*only when enrollment is greater than twenty students to protect student identity*), undergraduate or graduate
 - o Advising or degree program sheets for all programs
 - o Sample syllabi
 - o Master syllabus
 - o Trend analysis of data on the academic progress of all students ~~populations~~, by credential level at both institution and program levels, such as:
 - Average time to degree (time elapsed from enrollment to completion and/or time actively enrolled by semester)
 - Average number of credits per program
 - Average credits upon graduation (all credits completed or credits toward degree)
 - Other
- If applicable, ~~description~~ evidence and analysis of other credit-bearing educational offerings and trend analysis of data on participation and completion, analyzed and disaggregated by relevant populations as appropriate to mission
 - o Dual or Concurrent Enrollment (Early College)
 - o Prison Education Programs (PEP)
 - o Career and Technical Education (CTE)
 - o ~~Non-credit programs~~
 - o ~~English as a Second Language (ESL) programs~~
 - o Other
- Evidence and analysis of the nature and breadth of library/learning resources available ~~on-site~~, at main campus, branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats:
 - o Total library FTE staff (Available in IPEDS)
 - o Total physical library collections (Available in IPEDS-Academic Libraries Survey)
 - o Total electronic library collections

- o 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
 - o 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
 - o Copies of formal agreements with other institutions for the use of their information resources and/or reference services
- For institutions that offer online/distance education courses or programs, documentation that demonstrates comparable quality and support to courses and programs in other modalities:
 - o Policies and Procedures related to:
 - Faculty qualification requirements for teaching distance education courses or programs
 - Ensuring student identify verification in distance or correspondence education courses (Applicable Federal Regulatory Requirement - Verification of Student Identity 34 CFR § 602.17(q))
 - Protection of privacy (i.e., FERPA) for students enrolled in distance education and correspondence courses (Applicable Federal Regulatory Requirement - Verification of Student Identity 34 CFR § 602.17(h))
 - 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 (Applicable Federal Regulatory Requirement- Verification of Student Identity 34 CFR § 602.17(h))
 - Ensuring student access to faculty and regular and substantive interaction between instructional staff and students
 - Ensuring student access to academic and technology support services
 - o Distance Education Data
 - Number and percentage of faculty qualified to teach online
 - Number of instructional design staff
 - Distance Education Student Headcount (Available in IPEDS)
 - Description and number of distance education courses and programs
 - ~~Number and % students enrolled in distance education courses~~
 - o Distance Education Support Services for Students
 - ~~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
 - Data on utilization of support services provided to students
 - o Distance Education Learning Management System (LMS)
 - Description of Learning Management System, etc.
 - Analysis of the scope and quality of instruction delivered by Online Program Managers (OPMs)
 - List of educational programs delivered 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 additional student services offered by OPM (e.g. delivery of instruction, recruiting and marketing services, support services, faculty training /qualifications/ compensation, instructional design)

- o Evidence of the assessment of effectiveness of instructional design and information technology support [for faculty/instructional staff](#)
- Expense Analysis of related expenses (most recent four-years), as applicable:
 - o \$ / % core expenditure, instruction
 - o \$ / % core expenditure, research
 - o \$ / % core expenditure, public service
- For institutions that offer undergraduate education, documentation of a general education program (free standing or integrated into academic disciplines) that offers sufficient scope to draw students into new areas of intellectual experience, expands cultural and global awareness, and offers a curriculum designed so that students acquire and demonstrate essential skills and career readiness:
 - o Documentation of curriculum maps, catalog descriptions of coherence of courses with general education learning outcomes
 - o Documentation of ~~the evaluation of institution or~~ general education student learning outcomes with evidence of appropriate rigor and coherence
 - o Description of the process for assigning educational experiences to the general education curriculum
 - o Description and date of last revision of general education program
 - o List of new courses taught within the general education program during the most recent four-year period
- In non-US-United States (non-U.S.) institutions that do not include a general education program, evidence that students can demonstrate essential skills and career readiness
- For institutions that offer graduate and professional education, documentation of opportunities for the development of research, scholarship, creative activity and independent thinking:
 - o Policy and procedures related to independent research, thesis, master's paper, dissertation, fieldwork or internship
 - o Policies and procedures on Graduate Assistantships
 - o Indicators of graduate student success
 - o Documentation of graduate-level student learning outcomes, analysis and use of assessment results or follow-up when warranted
 - o (%) faculty with terminal degrees, appropriate to discipline (for faculty teaching graduate courses), as aligned with institutional policies and procedures
 - o Expense Analysis of ~~related expenses~~ \$ / % of core expenditures on research (most recent four years), as applicable or other related expenses
- For institutions that offer non-credit, basic skills or developmental courses, experiential learning, workforce development, or other non-credit offerings:
 - o Policies and procedures
 - o Rationale for non-credit, basic skills or developmental courses, experiential learning, workforce development, community or continuing education, or other non-credit programs
 - o Evidence that offerings are taught by faculty and/or other appropriate instructional professionals with appropriate experience or credentials
 - o Evidence of the effectiveness and value of courses, programs, non-degree credentials, and other non-credit programs
 - o Articulated evidence of student knowledge, skills, and/or competency levels for non-credit offerings

- o ~~Description of all other non-credit educational offerings and~~ Trend analysis of data on participation in these programs, disaggregated and analyzed as appropriate to mission
- For institutions that utilize third-party providers for the delivery of student learning opportunities (credit or non-credit) or assessment of student learning services, evidence that there is adequate management, oversight, review, and approval of third-party providers (*Third-Party Providers Policy and Procedures*):
 - o Policies, procedures, or guidance for the process of review and approval of third-party providers
 - o Comprehensive list of current third-party providers delivering non-credit programs and assessment of student learning services
 - o Sample of current written agreements and/or contracts with third-party providers for both credit and non-credit student learning opportunities and student learning assessment services
 - o Evidence that the institution is transparent, makes all required public disclosures, and accurately represents the role of the third-party provider in marketing materials
 - o Evidence that the institution retains oversight of third-party providers over the life of the agreement
 - o Complete list of Evidence of continued oversight of written arrangements and that required approvals have been obtained through the substantive change process, including a list of current third-party providers delivering instruction and education-related services for a portion of a credit-bearing educational program, including name of provider, name of program, percent of program instruction delivered by the third-party, list of services offered by the third-party, as applicable, (*Substantive Change Policy and Procedures* and federal regulation 34 CFR § 602.22(a)(3)(J))
 - o Documentation including the URL of required disclosure of educational programs when a portion is delivered by a third-party provider, as applicable (*Public Disclosures Policy and Procedures; Applicable Federal Regulatory Requirement 34 CFR § 668.43(a)(12)(i-iv)*)
 - o Evidence of regular and systematic evaluation and assessment of third-party providers to monitor and ensure the integrity, quality and effectiveness of these arrangements, the consideration of results, and follow-up when warranted
- Evidence of the regular evaluation and assessment of student learning experiences for educational programs at institutional and unit levels for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness
 - o Policies and Procedures
 - o Documentation of assessment approaches
 - o Sample of assessment instruments and analysis of collected data
 - o Analysis and consideration use of assessment results or 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 (program, certificate, and degree), the institution's mission, and appropriate expectations for institutions of higher education.

Standard IV: Support of the Student Experience

Across all student learning experiences, settings, levels (program, certificate, and degree), 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. The institution uses data to improve student success or achievement of educational goals through increased retention, persistence, completion, or other valid and reliable measures.

Required Evidence

- Evidence of clearly stated, ethical policies, practices and processes to recruit, admit, retain, and facilitate the success of students
 - Policies and Procedures
 - Admissions philosophy and practices
 - Ethical recruiting practices
 - Ethical marketing practices
 - Admissions profile using multiple data points such as: Number of inquiries, applications, admits, yield rates, deposit-payers, and newly enrolled degree-seeking students, disaggregated and analyzed as appropriate to mission
 - Admissions and Test Scores survey (Available in IPEDS)
 - 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)~~

- Graduation Rates (100%, 150%, 200%) (Available in IPEDS; AIU Indicator)
 - Evidence that the institution shares accurate and comprehensive information on the cost of attendance and student financial aid and provides support services for students to understand debt and repayment (*Public Disclosures Policy and Procedures*)
 - Undergraduate financial aid profile (Available in IPEDS Student Financial Aid survey)
 - Graduate financial aid profile, as applicable
 - Brochures and other publications on financial aid
 - Documentation including the URL where students and the public can find information on the cost of attendance and student financial aid data, such as:
 - 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:
 - Student loan cohort default rates, three 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
 - Evidence of a process to identify students who are not adequately prepared and provide additional support in attaining appropriate educational outcomes
 - Policies and procedures for placement for incoming or current students into preparation programs or courses
 - Basic Skills
 - Developmental Education
 - Other
 - Basic Skills/ Developmental Education Data, as applicable, including the following:
 - (%) 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
 - Evidence of effective orientation, advisement and counseling programs and services
 - 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
 - Documentation of training for faculty or other appropriate professionals to properly advise both incoming and outgoing transfer students (*Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures*)
 - Expense analysis of related expenses (most recent four years), as applicable
 - \$ / % Core expenditures, student support
 - \$ / % Core expenditures, academic support
 - \$ / % Core expenditures, institutional support

- Current Student Enrollment Profile, disaggregated and analyzed as appropriate to mission
 - If applicable, international student enrollment data
 - Number of foreign/international students enrolled in degree programs
 - Number of foreign/international students enrolled in non-degree programs
 - Evidence of trend analysis of student achievement data to improve outcomes, [analyzed and](#) disaggregated as appropriate to mission, such as the following:
 - Retention Rates (Available in IPEDS)
 - Graduation Rates (100%, 150%, 200%) (Available in IPEDS; AIU Indicator)
 - Transfer Rates (Available in IPEDS)
 - Post-Completion Placement rates, as applicable
 - Alternative completion measures including but not limited to:
 - 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
- [Evidence the institution has processes designed to support ease of transfer to or from other institutions and minimize the loss of credit \(*Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures*\)](#)
 - Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality) (~~*Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures*~~ and [Applicable Federal Regulatory Requirement - Transfer of Credit Policies and Articulation](#) and federal regulation 34 CFR § 602.24(e) and 668.43(a)(11))
 - Policies and procedures for awarding credits for prior learning, experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches
 - Documentation including URL, catalog, or other public location of public disclosure of transfer of credit policies and procedures ([Applicable Federal Regulatory Requirement - Transfer of Credit Policies and Articulation Agreements](#) and § 602.24(e))
 - [Analysis of transfer data](#) (Available in IPEDS)
 - [Demonstration of the reduction of loss of transfer of credit through data analyses](#)
 - [Completions by program \(only when enrollment is over ten students to protect student identity\)](#) (Available in IPEDS-Completions survey)
 - Documentation including URL and other public locations of the [public disclosure 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 ([Applicable Federal Regulatory Requirement- Transfer of Credit Policies and Articulation](#) 34 CFR 668.43(a)(11)(ii))
- Evidence and analysis of responsible management of sports programs ensuring the quality and safety of the athletic experience (*Athletic Programs Guidelines*)
 - Policies and Procedures for athletics, such as:
 - Mission Statement
 - Guiding Principles
 - Statement of Purpose
 - Branding and Marketing

- Academic Standards
 - Sportsmanship and Ethical Content
 - Other
- Student-Athlete Handbook outlining requirements for students
- Student Headcount by sport or activity, disaggregated and analyzed as appropriate to mission
- Data on student-athlete scholarships
- Average GPA of students by sport or activity
- Evidence of compliance with applicable rules and policies of the institution, any athletic league, any national organization if the institution is a member, or legal requirements that are otherwise applicable to the institution, and Title IX
- For institutions that utilize third-party providers for student support services, evidence that there is adequate management, oversight, review, and approval of third-party providers (Third-Party Providers Policy and Procedures):
 - Comprehensive list of current third-party providers delivering student support services
 - Sample of current agreements and/or contracts with third party providers for student support services, ~~where appropriate~~
 - Evidence that the institution is transparent, makes all required public disclosures, and accurately represents the role of the third-party provider in marketing materials
 - Evidence that the institution retains oversight of third-party providers
- ~~Analysis of the scope and quality of services offered by Online Program Managers (OPMs)~~
 - ~~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 regular and systematic periodic assessment evaluation and assessment of third-party providers to monitor and ensure the integrity, quality, and effectiveness of these arrangements, consideration of results, and follow-up when warranted~~
- ~~Documentation Evidence (assessment instrument and analysis of collected data) of the regular and systematic evaluation and assessment of student support services, the consideration of results, and follow-up when warranted~~
 - Policies and Procedures
 - Documentation of assessment approaches
 - Sample of assessment instrument(s) and analysis of collected data
 - Analysis and use of assessment results or 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 (program, certificate, and degree), the institution's mission, and appropriate expectations for institutions of higher education.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources allocation, and institutional improvement processes, 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.

Required Evidence

- Evidence of clearly documented and communicated planning and improvement processes that provide for constituent participation
 - Documentation of planning processes
 - Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or institutional effectiveness planning
 - Date of last update
 - Goals with evidence of their relationship to mission (e.g., crosswalk, etc.)
- Evidence of institutional and unit goals that are clearly stated, assessed, linked to mission and goal achievement, aligned with institutional improvement, and incorporate the results of institutional assessments
 - Division/ unit goals and objectives
 - Summaries or cross-walks of division/unit goals and objectives with key assessment results
- Evidence of a financial planning and budgeting process that is aligned with mission and goals, and clearly linked to that the institution's budgeting process is aligned with the institution's strategic or institutional effectiveness plan:
 - Budgeting policies and procedures
 - Current fiscal year institutional budget or other comparable documentation
 - Unit mission statements and budgets, as applicable
 - Budget projections, including clear parameters and assumptions on which they are based
 - Multi-year budget
 - Diverse perspectives in the development and implementation of the institution's planning and resource allocation process
 - Evidence of budgetary support, allocation of resources, and implementation of programs to support student learning outcomes and student achievement
- Evidence that the institution's enrollment management planning process is aligned with the institution's strategic or institutional effectiveness plan
 - 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
 - Financial planning policies and procedures
 - Long-term financial plans, three-five years, 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
- Evidence of fiscal and human resources as well as physical and technical infrastructure adequate to support operations
 - Student Headcount Data, disaggregated and analyzed as appropriate to mission
 - Fall Enrollment (Available in IPEDS; [Collected in the AIU Indicator](#))
 - 12 Month Enrollment (Available in IPEDS; [Collected in the AIU Indicator](#))
 - Graduate Enrollment
 - Human Resources Data, ~~disaggregated by relevant populations~~ (Available in IPEDS)
 - Faculty headcount
 - Administrative and staff headcount
 - [Other appropriate professionals or instructors for non-credit programs](#)
 - Evidence of adequate resourcing at all branch campuses and additional locations, as applicable
 - Evidence of resource planning and analysis of resource utilization
 - Comprehensive plans for facilities, equipment, and supplies
 - 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 [planning](#), budget and expenditures
 - IT expenditure and replacement cycle documentation
 - [Debt management strategies or plans](#)
 - Documentation regarding ownership (titles, mortgages, liens), and rental and lease agreements (contracts)
 - Copies of insurance policies currently in force ([e.g.](#) fire, casualty, ~~and liability,~~ [crime, cybersecurity](#))
- Expense Analysis of related expenses ([most recent](#) four years), as applicable
 - \$ / % core expenditures, instruction
 - \$ / % core expenditures, public service
 - \$ / % core expenditures, research
 - \$ / % core expenditures, academic support
 - \$ / % core expenditures, student support
 - [\\$ / % core expenditures, institutional support](#)
- [Expense analysis for non-credit, experiential learning, workforce development, community education, or other non-credit programs \(most recent four years\)](#)
- [Evidence of documented financial resources, funding base, and plans for financial development to support its educational purposes and programs and to ensure financial stability](#)

- Financial ratio analysis appropriate to institutional type:
 - 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)
- Analysis of other financial indicators used by the institution which may include:
 - Composite Financial Index (AIU Indicator)
 - Capitalization Ratio
 - (\$) Debt service, most recent four years
 - Tuition discount rate
 - Instructional expense per credit hour
 - Other
- 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
- Annual financial audit for four most recent fiscal years, with governance and management letters, where appropriate (Collected in the AIU)
 - Evidence confirming financial viability and proper internal controls
 - Any appropriate supporting documentation to assist with understanding financial statements, such as annual audit for related entities including but not limited to parent company, religious sponsor, or system administration (*Related Entities Policy and Procedures*)
 - Evidence of corrective measures taken to address any material findings cited in the audit or accompanying management letter
- ~~Organizational charts for the institution, including divisions and units~~
- Analysis of the level of outsourcing key operational or business functions (departments or units such as procurement, information technology, or human resources) which otherwise are or could be carried out internally (Third-Party Providers Policy and Procedures)
 - Description of key business operations or functions that are outsourced and justification or rationale for outsourcing as a continued strategy for the institution
 - Sample of agreements and/or contracts with third-party providers to outsource key business functions
 - Evidence of regular and systematic evaluation and assessment of outsourcing key business operations or functions to third-party providers, the consideration of results, and follow-up or changes made when warranted
- For institutions that participate in Title IV student financial aid programs, evidence that the institution meets its Title IV Responsibilities (Applicable Federal Regulatory Requirement - Title IV Responsibilities and federal regulation 34 CFR 602.16(a)(1)(x))
 - Program participation agreement (PPA), most recent
 - Eligibility and Certification Approval Report (ECAR), most recent
 - Heightened Cash Monitoring (HCM) Status, if applicable
 - Three-year official cohort default rate (College Scorecard or Institution)
 - Financial responsibility composite score / composite score index
 - Most recent Program Review Determination Letter (Final Program Review Determination Letter or 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
- Evidence of on-time submission of financial and compliance audits to USDE
- Consultant and taskforce reports, as applicable
- Evidence of regular reporting on institutional performance on key performance indicators (KPIs)
 - Analysis of KPIs tied to strategic or institutional effectiveness planning
 - Review of KPIs by institutional stakeholders, including members of the board, senior staff, and collegial governance organizations
- Documentation of an implemented, systematic, and sustained institutional assessment process linking the evaluation and assessment process to budgeting, planning and resource allocation decisions
 - 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
 - Evidence of discussion and use of evidence noted above by governing body, chief executive officer, staff, and faculty in budgeting, planning, and resource allocation

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.