

***2019* CHEA RECOGNITION POLICY AND PROCEDURES**

***GUIDELINES FOR PREPARATION OF THE
INTERIM REPORT***

***INTRODUCTION***

The following information is provided as a general guide to completing interim reports. Per Paragraph 17, page 8 of the 2019 *CHEA Recognition of Accrediting Organizations Policy and Procedures,* accrediting organizations will provide an interim report, normally at the mid-point of the term of recognition.

The major purpose of the interim report is to inform the CHEA Committee on Recognition of organizational changes, e.g., changes in governance, financial condition, functions, operations, relationship with parent or sponsoring organization, standards, policies or procedures and, given these changes, how the organization continues to meet CHEA standards and other requirements.

Evidence may include documentation of changes in accreditation standards, policies and procedures; plans for the review of accreditation practices; examples of the organization’s review and analysis of accreditation decisions or other material the accrediting organization deems relevant to showing how the organization meets the CHEA standards. Suggestions for how to provide evidence are provided on pp. 7-10 of these *Guidelines*.

Please insert information and responses directly into this document.

***TABLE OF CONTENTS***

1. Interim Report ………………………………………………….. pp. 2-6

2. Format for Submitting the Report and Required Documentation………… p. 6

3. Examples of Major Changes and Ways to Present Evidence……………. pp. 7-10

4. CHEA Budget Worksheet………………………………………. p. 10

5. Submission Dates for Interim Reports…………… ……………………… p. 11

**Submit all materials to** **recognition@chea.org****. If questions, call CHEA at 202-955-6126**

**Council for Higher Education Accreditation**

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**Washington DC 20036**

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***INTERIM REPORT***

1. **Introduction**
2. Name of organization:
3. Address:
4. Telephone:
5. Facsimile:
6. E-mail:
7. Website:
8. Chief Executive or head of accreditation unit:
9. Number of accredited institutions or programs:
	1. at last review by CHEA: \_\_\_\_degree, \_\_\_\_nondegree
	2. currently: \_\_\_\_degree, \_\_\_\_nondegree
10. Month and year of most recent CHEA recognition:
11. Date of interim report submission:
12. **Scope of Accreditation: Changes or proposed changes from current CHEA-approved scope**
13. Provide the organization’s current CHEA-recognized scope of accreditation as last approved by CHEA.
14. If applicable, identify and describe any accreditation activity conducted by the organization that is not part of its current CHEA-recognized scope of accreditation, e.g., institutions or programs outside the United States, consortia of providers, professional or continuing education, internships, residency programs, post-doctoral certification.
15. If applicable, describe any accreditation activity authorized by the accrediting organization's charter, bylaws or mission statement, but wherein the organization is not currently active.
16. Describe any plans, initiatives or pilot projects that may result in the submission of a formal request for a change to the CHEA-recognized scope of accreditation and an approximate time frame for making the request. (See Paragraphs 7-8, 2019 *CHEA Recognition Policy and Procedures.*)
17. **Recognition Standards: Narrative Reporting Major Changes and Demonstrating that the Accrediting Organization Continues to Meet CHEA Recognition Standards**

*The purpose of the interim report is to (1) present information about major changes affecting the accrediting organization since the last recognition review, and (2) provide evidence that the organization continues to meet the CHEA and recognition standards and requirements.*

*For each CHEA recognition standard under the 2019* CHEA Recognition Policy and Procedures*, Paragraph 9 (A–C) and Paragraphs 10-12 listed below, discuss any major changes affecting the accrediting organization. Provide appropriate evidence demonstrating how the changes affect the organization’s ability to continue to meet the CHEA recognition standards. The report needs to be 12-15 pages maximum. Please respond to all parts of each of the three CHEA recognition standards followed by the accrediting organization’s response.*

 *If there have been no major changes that relate to CHEA recognition standards and requirements since the last recognition review or other required CHEA submission, please indicate this by indicating, “No changes since the last review.” Please do not include content and information already provided in the prior recognition submission and if there are no changes.*

**PARAGRAPH 10. *PROMOTES ACADEMIC QUALITY AND ADVANCES STUDENT ACHIEVEMENT****.* Advancement of academic quality is at the core of accreditation. To be recognized, the accrediting organization provides evidence that it implements and enforces standards, policies or procedures which:

A. Articulate the accrediting organization’s expectations for academic quality and results associated with institutional or program performance, including student achievement, consistent with institution or program mission.

B. Require institutions or programs to establish and make public their expectations for achievement of academic quality and indicators of student success, to implement processes to determine whether students and graduates meet the stated expectations and to make public, in aggregate form, evidence of student success. (Also see Standard 11B1)

C. As a central part of the accrediting organization’s decision-making about accreditation status, address how well institutions or programs meet the accrediting organization’s performance expectations, including, at a minimum, performance expectations consistent with institution or program mission and type. Performance expectations may emanate from the accrediting organization working with its institutions or programs, or from an institution or program or from both.

D. Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.

E. Apply its quality standards and policies in ways that respect the institution’s or program’s mission and prerogative to set priorities and to control how the institution or program is structured and operates.

F. Encourage and assist institutions and programs in ongoing improvement of academic quality and performance, including a commitment to flexibility and appropriate innovation in promoting academic quality.

***PARAGRAPH 11. DEMONSTRATES PUBLIC ACCOUNTABILITY FOR PERFORMANCE AND TRANSPARENCY.*** Public accountability for performance and transparency includes expectations related to the following three elements: (A) performance of accrediting organizations, (B) performance of accredited institutions or programs, and, if applicable, (C) performance of accrediting organizations engaged in international activity.

A. The accrediting organization implements and enforces standards, policies or procedures that:

1. Inform the public of the reason(s) for the accrediting organization’s accreditation actions (i.e., decision made by the accrediting organization, as the result of an institution or program review to grant, reaffirm, deny, withdraw or defer accreditation, or award candidacy or pre-accreditation, or to impose notice, warning, show cause or probation status) in a timely and readily accessible manner, including the institutional or program comments if any. (Also see Standard 12D3. This information also needs to be included in a directory.)

2. Provide for substantive and timely response by the accrediting organization to legitimate public concerns and complaints about an institution, program or the accrediting organization.

3. Provide a procedure for the accrediting organization to take timely action to prevent substantially underperforming institutions or programs from achieving or maintaining accredited status. The procedure includes application of indicators to determine institution or program performance weakness, procedure for intervention and options for action by the accrediting organization in such cases.

4. Include ongoing attention to appropriate innovation in demonstrating public accountability.

B. Institutions and programs accredited by the recognized accrediting organization:

1. Provide timely, readily accessible, accurate and consistent aggregate information to the public about institutional or programmatic performance and student achievement, as such information is determined by the institution or program, based on quantitative or qualitative information with external verification as appropriate;

2. Distinguish accurately between programs that are accredited and those that are not; and

3. Provide evidence of ongoing attention to appropriate innovation.

C. Recognized accrediting organizations, with respect to institutions or programs located outside the United States:

1. Communicate and consult with appropriate in-country governmental and non-governmental accreditation or quality assurance entities regarding the accrediting organization’s current and proposed activities;

2. Provide evidence of the accrediting organization’s capacity and competence to engage in international accreditation activities, including language and cultural differences, consideration of ongoing quality assurance activities in the country, national and local factors that would affect the accreditation process and attention to the safety of all those involved;

3. Provide evidence of substantially comparable application of standards, practices, capacity and expectations of results to U.S. and non-U.S. institutions and programs alike; and

4. When describing the accreditation status of international institutions and programs, provide notice to the public of the nature and content of the accommodations that were made for local conditions and alternative evaluation standards or practices that were used as part of the accreditation process and decision-making.

***PARAGRAPH 12. SUSTAINS AN EFFECTIVE ACCREDITATION STRUCTURE AND ORGANIZATION****.* A recognized accrediting organization provides evidence that it implements standards, policies and practices and sustains organizational characteristics consistent with CHEA requirements. To be recognized, the accrediting organization demonstrates that it:

A. Has legal authority to operate.

B. Accredits institutions or programs that have legal authority to operate as higher education institutions or programs and to confer higher education degrees at the associate level or above. For non-U.S. institutions or programs in countries in which legal authority to award degrees is not available, the U.S. accrediting organization meets this requirement if it demonstrates that it accredits only those institutions or programs that have standing and significant support in the local community or other communities of interest, e.g., well-known professional organizations and other respected entities that support the institution or program.

C. Accredits institutions or programs, a majority of which grant degrees at the associate level or above.

D. Has written bylaws, policies, procedures and standards readily accessible to the public that describe officially:

1. The scope of accreditation that may be granted, evaluative standards used and levels of accreditation status conferred;

2. The organization’s operating and decision-making processes, policies and procedures; and

3. In a readily accessible directory, all currently accredited institutions or programs and the corresponding levels of accreditation and accreditation status, including any accreditation status conditions imposed by the accrediting organization (i.e., restrictions or other specifications affecting an accreditation status, including but not limited to, the length of a term of accreditation, warning, show cause, suspension or other conditions defined in the accrediting organization’s policy).

E. Requires that all accreditation standards be met for an institution or program to obtain and maintain accredited status.

F. Maintains clearly described and published operational separation from any parent or sponsoring organizations, including independence with respect to accreditation standards, policies and procedures, in the conduct of all accreditation reviews, functions, operations and all accreditation actions.

G. Is operational and has conducted more than one accreditation review for each type of institution or program identified in the proposed statement of CHEA-recognized scope of accreditation.

H. Has adequate financial, staff and operational resources to perform its accreditation functions efficiently and effectively.

I. Makes clear distinctions between actions required of institutions or programs necessary for accreditation and actions that are suggestions for institution or program improvement.

J. Assures procedural due process in accreditation activities, including, without limitation, (1) publication of an appeals policy that informs the institution or program of the process to be used and actions that may be taken (i.e., the grounds for appeal, the process by which the appeal will be conducted and heard by individuals independent of the body that made the decision to deny or remove accreditation and any costs associated with an appeal) and (2) an effectively administered conflict of interest policy that covers all accrediting organization staff, site visitors and members of accreditation-recommending and decision-making bodies.

K. Requires participation by higher education professionals, practitioners where appropriate and the public in accreditation reviews, decision-making, and policy setting, including review, revision and adoption of accreditation standards.

L. Fosters reasonable consistency in accreditation reviews of, and accreditation actions about, institutions or programs, while allowing for varying institution or program mission, purpose and operation.

M. For purposes of promoting effective practice in the future, engages in regular critical self-evaluation of its performance, standards, policies and impact by the:

1. Review of aggregate information regarding the extent to which the accredited institutions or programs are achieving their expectations for student learning; and

2. Collection and review of evidence that the accrediting organization’s own performance promotes academic quality and student success and serves both higher education and the public.

**IV. Budget: Required information**

As noted below (Section VIB1), the accrediting organization or unit is asked to submit the operating budget as of the year of application for CHEA recognition and the year of submission of the interim report, including revenues and expenditures of the accrediting organization. The information should show how the budget is sufficient to support the accreditation functions, including a brief narrative describing any variances between the two most recent financial year-ends.

If affiliated with a parent entity, the budget information is to include the revenues and expenditures of the accrediting unit and not the budget of any parent or other sponsoring organization. However, detailed information about direct funding or in-kind support provided by a parent or sponsoring organization is required. A template for submitting budget information is provided at the end of these *Guidelines.*

**V. CHEA Standards 11A1 and 11B1: Required information to support evidence that the standards are met**

Regardless of whether or not there is a change in this regard (CHEA Standards 11A1 and 11B1, as outlined below), the accrediting organization is asked to provide evidence that its accredited institutions or programs (1) provide the public with the reason(s) for the accrediting organization’s actions and (2) provide timely, readily accessible, accurate and consistent information regarding performance and student achievement.

***VI. ACCOMPLISHMENTS, CHALLENGES, FUTURE DIRECTIONS (OPTIONAL)***

Provide a brief description of the organization’s recent accomplishments, actions taken to address critical issues or anticipated changes needed for the future.

***FORMAT FOR SUBMITTING THE REPORT***

***AND REQUIRED DOCUMENTATION***

1. Letter of transmittal: A letter of transmittal signed by the chief executive officer (or other designated accreditation representative) of the accrediting unit of the organization attesting to the accuracy of the report. *Please date the letter as of the date that the report is submitted in final form to CHEA.*
2. Required documentation:
3. CHEA Budget Worksheet (p. 11 of these *Guidelines)*.
4. Current accreditation standards *if revised since the last CHEA recognition review or interim report. Please provide only the revised standards***.**
5. Current bylaws, policies and procedures *if revised since the last CHEA recognition review or interim report. Please provide only the revised policies and procedures. Only provide the sections where changes have occurred.*
6. Other supporting documentation: The narrative should be self-contained and describe current policies, procedures or standards and how these meet the CHEA recognition standards. Please incorporate exhibits or other material from larger documents into the body of the text, providing clear and complete reference to the original documents. Supporting documentation should be strictly limited to items essential to understanding the report. If there are large documents, hyperlinks to those documents are preferable to submitting the documents as separate exhibits. Accrediting organizations are responsible for assuring that all hyperlinks referenced in the narrative are working and effective.
7. Submitting the report: CHEA expects that materials will be submitted electronically. The preferred formats for final versions are Word or PDF documents sent as email attachments. Do not submit materials in one large file; rather, separate letters of transmittal and the report and exhibits into discrete files with links or hyperlinks, as applicable. When submitting drafts for review, use Word for ease of editing.
8. Submission dates: The interim report is due at the end of the mid-point of the seven-year period of recognition. Interim report submission dates for accrediting organizations recognized by CHEA between January 2019 and January 2026 are on p.11 of these *Guidelines*.
9. Submit all materials to recognition@chea.org. In case of difficulty, call CHEA at 202-955-6126.

***EXAMPLES OF MAJOR CHANGES AND SAMPLE WAYS***

***TO PRESENT EVIDENCE***

As described above, the purpose of the interim report is to describe any major changes that occurred subsequent to the most recent recognition review.Evidence provided is to supplement the changes described in the narrative, e.g., policy or governing documents, language that addresses the standards, results of accreditation reviews, reviews of accreditation practices, research findings, decision letters, protocols for self-evaluation and site visits, memoranda of understanding or contracts with parent or sponsoring organizations, and data from institution or program reports. Explain how accreditation standards, policies and procedures are implemented and what the accrediting organization, institutions or programs do in practice that shows how the CHEA recognition standards are met.

**Examples** of major changes that might affect how and in what ways an accrediting organization meets CHEA standards might include the following:

1. Bylaws, memoranda of understanding or other governance documents for the accrediting body and its sponsoring entities;
2. Scope of accreditation activity;
3. Accreditation standards;
4. Policies and procedures, e.g., appeals, public information about institution or program performance, complaints, consistency in reviews; self-evaluation;
5. Eligibility or candidacy requirements;
6. Accrediting decision-making body, e.g., selection process, composition, decision-making authority, relationship to any parent or sponsoring entity;
7. Organizational capacity, e.g., membership, fiscal and personnel resources; and
8. Types of institutions or programs, degree levels, geographical areas served.

**Examples for presenting evidence** might include (not all standards are shown here in this listing) the following:

**Paragraph 10, 2019 *CHEA Recognition Policy and Procedures.*** Describe any changes to accreditation standards and policies regarding the implementation and enforcement of standards, policies or procedures. Highlight the specific accreditation standards that may show how standards are both implemented and enforced. Such evidence may include information about how on-site evaluation practice or procedures, accreditation decision actions or other practices address implementation and enforcement. This may also include information about additional requirements such as special reviews, reporting conditions, monitoring procedures or other obligations that institutions or programs are to address.

**Paragraph 10(B), 2019 *CHEA Recognition Policy and Procedures.*** Describe any changes to accreditation standards and policies to show evidence that the accrediting organization requires of its accredited institutions or programs to provide and make public, in aggregate form, evidence of student success. Highlight the specific accreditation standards in this regard. Student success may include completion, graduation, retention, academic transfer, graduate school entry, employment or other indicators acceptable to CHEA. “Aggregate information” refers to compilations of data or material about what happens to students.

**Paragraph 10F, 2019 *CHEA Recognition Policy and Procedures.*** Provide evidencethat theaccrediting organization encourages and assists institutions and programs in ongoing improvement of academic quality and performance, including a commitment to flexibility and appropriate innovation in promoting academic quality. “Innovation” refers to something new or a major change to an existing practice, institution or program. Examples may include, but are not limited to, establishing alternative delivery methods or new credentialing.

**Paragraph 11(A)(1), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that the public is informed of accreditation actions related to all institutions and programs, accompanied by details about why the status has been awarded, including any conditions imposed. This information is also to be provided in a Directory. See Standard 12D3. (This standard includes the requirements of former CHEA Standard 12B5.)

**Paragraph 11(A)(3), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that the accreditation standards, policies or procedures are used to take timely action to prevent substantially underperforming institutions or programs from achieving or maintaining accredited status. “Substantially underperforming” refers to institutions or programs that fail to demonstrate effectiveness of performance as described in Paragraph 6. Evidence may include the application of indicators used to determine performance weakness, procedures for intervention and options for action that the accrediting organization takes to not prolong or extend accredited status when an accredited institution or program fails to meet accreditation requirements on an ongoing basis.

**Paragraph 11(B)(1), 2019 *CHEA Recognition Policy and Procedures.*** Regardless of whether or not there is a change in this regard, the accrediting organization is asked to provide evidence that accredited institutions and programs have and provide the public with information on performance and student achievement such as completion, graduation, retention, academic transfer, graduate school entry, employment or other indicators acceptable to CHEA.

Website links or other information submitted to document the implementation of this standard are to lead directly to information regarding institutional or program outcomes. Materials that are unrelated to student performance or malfunctioning links to Websites will be returned to the accrediting organization for resubmission.

CHEA will only accept as evidence information that it considers both relevant and reflective of student achievement. The following *do not* provide the needed information or meet CHEA’s expectations regarding evidence of student achievement: (1) descriptors of the expectations of student learning without evidence of meeting specific student learning outcomes or other defined thresholds, (2) student satisfaction survey results or (3) graduation data absent a frame of reference by which to determine effectiveness (e.g., graduation data unaccompanied by information on the total student population or time-frame). While these may provide helpful information, they do not meet CHEA student achievement requirements.

For programmatic accreditation, the Website links are to lead directly to program-specific performance information, including student achievement, on the accredited program’s Website or landing page. A link to general information or to an institutional Website is not acceptable.

**Paragraph 11(B)(3), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that accredited institutions and programs address appropriate innovation. “Innovation” refers to something new or a major change to an existing practice, program, institution or program. Examples may include, but are not limited to, establishing alternative delivery methods or new credentialing.

**Paragraphs 11(C)(2 and 4), 2019 *CHEA Recognition Policy and Procedures.***

**Para 11C2: Capacity and Competence in International Activities**

Provide evidence of the accrediting organization’s capacity and competence to engage in international accreditation activities, including language and cultural differences, consideration of ongoing quality assurance activities in the country, national and local factors that would affect the accreditation process and attention to the safety of all those involved. Describe the various means by which the accreditor addresses these differences and variation in accreditation activities in the country of the institution or program and any relevant local factors.

**Para 11C4: Notice to the Public About Areas Accommodating Differences – International**

When describing the accreditation status of international institutions and programs, provide notice to the public of the nature and content of the accommodations that were made for local conditions and alternative evaluation standards or practices that were used as part of the accreditation process and decisionmaking. Provide evidence that the public is informed of how the accrediting organization is addressing differences in local conditions and evaluation as these relate to any decision about accredited status.

**Paragraph 12(D)(3), 2019 *CHEA Recognition Policy and Procedures.*** Provide a directory of all currently accredited institutions or programs, including details on accreditation status as described in this standard. See also Standard 11A1.

**Paragraph 12(F), 2019 *CHEA Recognition Policy and Procedures.*** Describe changes, if any, to the documents that established the accrediting organization’s independence during the prior recognition review (e.g., through a memorandum of understanding between the parent/sponsoring entity and the accrediting organization, through provisions in the bylaws of the parent/sponsoring entity or through provisions in the bylaws of the accrediting organization). Documentation provided by the accrediting organization should demonstrate clearly that the accrediting organization continues to conduct all accreditation activities without influence or involvement by the parent entity or sponsoring entity.

**Paragraph 12(H),** **2019 *CHEA Recognition Policy and Procedures.*** Provide the accrediting organization or unit operating budget as of the year of application for CHEA recognition and the immediately prior fiscal year, including revenues and expenditures of the accrediting organization. Describe how the budget is sufficient to support the accreditation functions, including a brief narrative describing any variances between the two most recent financial year-ends.

If affiliated with a parent entity, the budget information is to include the revenues and expenditures of the accrediting unit and not the budget of any parent or other sponsoring organization. However, detailed information about direct funding or in-kind support provided by a parent or sponsoring organization is required. A template for submitting budget information is provided at the end of these *Guidelines.*

**Paragraph 12(I), 2019 *CHEA Recognition Policy and Procedures.*** Describe how the accrediting organization makes clear distinctions between actions required of institutions or programs necessary for accreditation and actions that are suggestions for institution or program improvement. Provide evidence, such as a letter or other print or electronic document, that demonstrates how this distinction is made.

**Paragraph 12(K), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that the accrediting organization requires participation by higher education professionals, practitioners where appropriate and the public in accreditation reviews, decisions and policy setting. “Higher Education Professionals” refers to individuals holding positions in colleges or universities. “Practitioners” refer to individuals working in fields related to the work of an accrediting organization such as nursing, opticianry, pharmacy, psychology, social work, veterinary science or other areas. The “public” refers to students, parents, business or those not engaged in either higher education or the field that the accrediting organization addresses.

**Paragraph 12(L), 2019 *CHEA Recognition Policy and Procedures.*** Describe how the accrediting organization fosters reasonable consistency in accreditation reviews of, and accreditation actions about, institutions or programs, while allowing for varying institution or program mission, purpose and operation. Explain any specific procedures, such as ratification of all decisions or reviews of prior history of accreditation decisions that are used during meetings to evaluate consistency practices.

**Paragraph 12(M)(1-2), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that the accrediting organization engages in self-evaluation that addresses the impact of its standards as related to:

**12(M)(1) *Aggregate Information – Student Learning.*** Provide evidence of how the accrediting organization reviews aggregate information about its accredited institutions or programs to determine whether its expectations for student learning are being met. “Aggregate information” refers to compilations of data or material about what happens to students, including the items in Paragraph 10B.

**12(M(2) *Academic Quality – Student Success.*** Provide evidence that the accrediting organization collects and reviews evidence of its own performance to promote academic quality and student success in order to serve both higher education and the public.

|  |
| --- |
| ***CHEA BUDGET WORKSHEET*****Name of Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  | Fiscal Year of CHEA Application for Recognition  | Fiscal YearOf Interim Report |
| **Accreditation Revenue**Accreditation FeesAccreditation VisitsAccreditation WorkshopsAnnual Dues or Sustaining FeesPublicationsOther (e.g., grants) | $ | $ |
|  **Total Accreditation Revenue** | $ | $ |
|  |  |  |
| **Parent Contribution**Direct (direct financial payment(s))In-Kind (e.g., services, time, staff or facilities provided by parent) |  |  |
|  |  |  |
|  **Total Revenue** | $ |   |
|  |  |  |
| **Expenditures**Salaries and BenefitsOffice Operations (supplies, telephone, rent, etc.)Accreditation TravelAccreditation MeetingsAccreditation WorkshopsOther |  |  |
| **Total Expenditures** | $ | $ |
| **Revenue Over Expenditures** |  |  |
|  | **$** | **$** |
|  |  |  |

***FUTURE INTERIM REPORT SUBMISSION***

***AND REVIEW SCHEDULE***

**February 2019**

**For Accrediting Organizations Granted Recognition January 2019 – January 2026**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CHEA Board of Directors Recognition Decision Date | Interim Report Submission Date | CHEA Committee on RecognitionMid-point Review | Eligible for New CHEA Recognition Review | Initiate New CHEA Recognition Review  |
| January 2019 | March 1, 2022 | June 2022 | 2026 | January 2025 |
| May 2019 | July 1, 2022 | November 2022 | 2026 | May 2025 |
| September 2019 | December 1, 2022 | March 2023 | 2026 | September 2025 |
| January 2020 | March 1, 2023 | June 2023 | 2027 | January 2026 |
| May 2020 | July 1, 2023 | November 2023 | 2027 | May 2026 |
| September 2020 | December 1, 2023 | March 2024 | 2027 | September 2026 |
| January 2021 | March 1, 2024 | June 2024 | 2028 | January 2027 |
| May 2021 | July 1, 2024 | November 2024 | 2028 | May 2027 |
| September 2021 | December 1, 2024 | March 2025 | 2028 | September 2027 |
| January 2022 | March 1, 2025 | June 2025 | 2029 | January 2028 |
| May 2022 | July 1, 2025 | November 2025 | 2029 | May 2028 |
| September 2022 | December 1, 2025 | March 2026 | 2029 | September 2028 |
| January 2023 | March 1, 2026 | June 2026 | 2030 | January 2029 |
| May 2023 | July 1, 2026 | November 2026 | 2030 | May 2029 |
| September 2023 | December 1, 2026 | March 2027 | 2030 | September 2029 |
| January 2024 | March 1, 2027 | June 2027 | 2031 | January 2030 |
| May 2024 | July 1, 2027 | November 2027 | 2031 | May 2030 |
| September 2024 | December 1, 2027 | March 2028 | 2031 | September 2030 |
| January 2025 | March 1, 2028 | June 2028 | 2032 | January 2031 |
| May 2025 | July 1, 2028 | November 2028 | 2032 | May 2031 |
| September 2025 | December 1, 2028 | March 2029 | 2032 | September 2031 |
| January 2026 | March 1, 2029 | June 2026 | 2033 | January 2032 |