

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

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

***INTRODUCTION AND PURPOSE***

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, or policies or procedures and, given these changes, how the organization continues to meet CHEA standards and other requirements.

Evidence may include documentation of changes and examples of implementation related to the 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 that the accrediting organization deems relevant to showing how the organization meets the CHEA standards. Suggestions for how to provide evidence are provided on pp. 3-6 of these *Guidelines*.

The *Guidelines* include the following: Format and Documentation for Submitting the *Interim Report*; Suggestions and Examples of Evidence, *Interim Report* Template, Worksheet for Student Performance and Achievement Data and Budget Worksheet, and Schedule for Future *Interim Report* Submission and Review.

***FORMAT AND DOCUMENTATION FOR SUBMITTING THE INTERIM REPORT***

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.
2. Other required documentation:
3. A narrative that is self-contained and describes major changes to current policies, procedures or standards and how the CHEA *Recognition Policy* continues to be met. 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 needs to be strictly limited to items essential to understanding the information provided in the *Interim 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 in the narrative are functioning.
4. Current CHEA-scope statement.
5. Organization or unit financial information as required in CHEA Budget Worksheet (provided).
6. All materials are to be submitted electronically. The preferred format for the *Interim Report* is PDF. If submitted by the published deadline, the *Interim Report* will be reviewed by staff prior to the Committee on Recognition meeting. As time allows, the staff will provide feedback to the accreditor, and the accreditor will be afforded the opportunity to resubmit the *Interim Report* prior to the Committee on Recognition meeting, as appropriate.
7. The *Interim report* is due at the mid-point of the seven-year period of recognition. Specific *Interim Report* submission dates for accrediting organizations recognized by CHEA between January 2019 and January 2026 are found at the end of these *Guidelines*.

Please provide the following, when directly related to changes/updates/revisions that have been made to the:

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

**Submit all materials to** [**recognition@chea.org**](mailto:recognition@chea.org)**. If questions, please call CHEA at 202-372-9254**

***SUGGESTIONS AND EXAMPLES OF EVIDENCE***

The following guidance and examples are provided to assist in developing the responses for the *Interim Report*.

Please note that guidance and examples are provided for some but not all recognition standards.

**Paragraph 10(A), 2019 *CHEA Recognition Policy and Procedures.*** Provide specific information about 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. An example might include describing how the accreditation standards are used to determine academic quality in the context of the individual institution or program mission. Specifically describe the expectation(s) to which the accrediting organization holds the institutions and programs. For instance, how does the accrediting organization frame those general expectations? How does the accrediting organization articulate its expectations to institutions and programs?

*Please note: Paragraphs 10(A) and 10(C) are different. Paragraph 10(A) is related to how the accrediting organization frames its overall expectations and Paragraph 10(C) is related to how the accrediting organization’s decision-making process is affected by institution or program performance.*

**Paragraph 10(B), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that the accrediting organization requires its accredited institutions or programs to provide and make public, in aggregate form, evidence of student success. Student success may include data specific to completion, graduation, retention, academic transfer, graduate school entry, employment or other student success indicators. Articulate institutional or program expectations and confirm that the accrediting organization has the means and a method for assuring that this information is being provided. Confirm that the information is publicly available (this item is related to Paragraph 11.B.1.). *Note: “Aggregate” refers to compilations of data or material about what happens to all students.* *Additionally, if there are indicators that are different from those listed, please contact CHEA for guidance.*

**Paragraph 10(C), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that, as a central part of the accreditation organization’s decision-making about accreditation status, the accrediting organization addresses how well institutions or programs meet the accrediting organization’s expectations. For instance, these expectations could be related to completion, graduation rates, pass rates on professional examinations, or specific competencies or characteristics that a student will demonstrate or possess upon completion. What counts as meeting expectations? How is the accrediting organization’s decision-making affected by judgments about how well the institution or program is doing?

*Please note: Paragraphs 10(A) and 10(C) are different. Paragraph 10(A) is related to how the accrediting organization frames its overall expectations and Paragraph 10(C) is related to how the accrediting organization’s decision-making process is affected by institution or program performance.*

**Paragraph 10(F), 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 and advancing student achievement. Articulate what purposeful action the accrediting organization takes to help the institutions or programs it accredits to address innovation in institutional or program practices to promote academic quality and advance student achievement. It is helpful to focus on what types of practices the accrediting organization consider to be innovative. Examples may include, but are not limited to, establishing alternative methods of educational delivery; new credentialing, such as use of artificial intelligence; new programs or program options; or development of an outcomes-based curriculum. *Note: “Innovation” refers to something new or a major change to an existing practice, institution or program.*

**Paragraph 11(A)(1), 2019 *CHEA Recognition Policy and Procedures.*** To meet this standard, accrediting organizations need to provide a brief, precise explanation of why the current accreditation action was taken for each accredited institution and program. This explanation needs to be public and provided for all accredited institutions and programs. Providing the reason for the accreditation action is required even if there are no concerns associated with an institution’s or program’s accredited status. This standard may be met by providing (1) a brief explanation with the institution or program listing or (2) a link to a decision letter or other document that provides the reasons. Please note that the following are not acceptable in meeting this standard: (1) providing only a standard or policy name or number as a reason and (2) providing reasons for some but not all accredited institutions and programs.

*Please note: All accrediting organizations need to provide a response to this standard each time a report is submitted.*

**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. Articulate how the accrediting organization defines “underperforming.” What is the accrediting organization looking for in order to make a determination that an institution or program is underperforming? If a decision is made that an institution or program is underperforming, how is that determination made? Evidence may include the (1) application of indicators used to determine performance weakness, (2) procedures for intervention and (3) options for action that the accrediting organization takes in order not to prolong or extend accredited status when an accredited institution or program fails to meet accreditation requirements on an ongoing basis. Evidence of action may include announcements, emails to the community of interest, accreditation decision letters and so forth.

**Paragraph 11(A)(4), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that the accrediting organization is engaged in demonstrating public accountability, including attention to innovation. This standard differs from 11(B)(3). It speaks to how the accrediting organization is addressing innovation in its own accountability practices. Standard 11(B)(3) is about the institution’s or program’s practices.

**Paragraph 11(B)(1), 2019 *CHEA Recognition Policy and Procedures.*** Demonstrate that accredited institutions and programs provide the public with timely, readily accessible, accurate and consistent information regarding their performance and student achievement. For example, published data may include completion rates, graduation rates, retention rates, academic transfer, graduate school entry, employment or other indicators acceptable to CHEA.

Website links or other information submitted to document implementation of this standard are to lead directly to information regarding institutional or program outcomes. An accrediting organization may provide links to performance and student achievement data available on its own website. However, this is not a substitute and would be in addition to the institution’s or program’s directly providing this information to the public, whether on their own websites or through other means. Links or 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 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.

*Please note: All accrediting organizations need to provide current information (including links to published performance and student achievement data) each time a report is submitted. Please use and complete the provided Worksheet for Student Performance and Achievement Data (p.21).*

**Paragraph 11(B)(3), 2019 *CHEA Recognition Policy and Procedures.*** Provide examples of accredited institutions and programs that have implemented appropriate innovation. For instance, how is the institution or program presenting information about student achievement on its website or through other social media vehicles? Other examples may include, but are not limited to, establishing alternative modes of education delivery; new credentialing such as use of artificial intelligence; new programs or program options; or development of an outcomes-based curriculum. *Note: “Innovation” refers to something new or a major change to an existing practice, institution or program.*

**Paragraph 11(C)(2): 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 variations in accreditation activities in the country of the institution or program, along with any relevant local factors.

**Para 11(C)(4): 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 decision-making. Examples might include cultural differences or differences in expectations of how decision-making about various academic areas (e.g., curriculum) takes place. 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.*** This standard requires that the information called for in Standard 11.A.1. be included in a readily accessible directory. Please refer to 11.A.1. for specific guidance. All of the conditions described there apply to 12.D.3. For purposes of submitting an *Interim Report* or an *Application Narrative*, please note that CHEA needs to receive this information only once; please combine the responses for 11.A.1. and 12.D.3.

**Paragraph 12(E), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence that the accrediting organization requires that all standards be met to obtain and maintain accreditation and demonstrate how this requirement is implemented.

**Paragraph 12(F), 2019 *CHEA Recognition Policy and Procedures.*** Provide evidence thatthe accrediting organization conducts its accreditation activities without influence or involvement by the parent entity or sponsoring entity, in the administration of all accreditation reviews, functions, operations and all accreditation actions specifically with respect to accreditation standards, policies and procedures. Describe changes, if any, to the documents that established the accrediting organization’s independence (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). If changes were made to these documents, please provide copies of the updated documents

**Paragraph 12(H),** **2019 *CHEA Recognition Policy and Procedures.*** The accrediting organization or unit needs to provide the operating budget for the fiscal year of the most recent CHEA recognition review and the fiscal year of the *Interim Report*, including revenues and expenditures of the accrediting organization. Include a brief narrative describing any variances between the two budgets and a description of how the budget is sufficient to support accreditation functions.

If the accrediting organization is 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.

Please use the Budget Worksheet that has been provided as part of the *Interim Report* Template*.*

**Paragraph 12(I), 2019 *CHEA Recognition Policy and Procedures.*** Describe how the accrediting organization makes clear distinctions between actions required of institutions or programs that are 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. In addition, to detailing how the policies of the accrediting organization are inclusive in its representation, provide additional detail on how the various, committees, taskforces, site visitors, etc., are representative, as appropriate and required by policy. *Note: “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 and actions related to its institutions or programs while allowing for varying institution or program mission, purpose and operation. Explain any specific procedures, such as inter-rater reliability activities, ratification of all decisions, or reviews of prior history of accreditation decisions that are used during meetings to assure consistency in the decision-making process.

**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.*** Demonstrate how the accrediting organization reviews and uses 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.*** Demonstrate that the accrediting organization collects and reviews evidence of its own performance to promote academic quality and student success in order to serve higher education and the public.

For **Paragraphs 12(M)(1)** and **12(M)(2)**, CHEA is seeking information on how the accrediting organization critically evaluates itself and the work it is doing and then how those data are used to promote academic quality.

***INTERIM REPORT TEMPLATE***

Please insert responses directly into the *Interim Report* Template and the Budget Worksheet.

1. **Introduction**
2. Name of accrediting organization (include preferred acronym):
3. Address:
4. Website:
5. Name of chief executive or head of accreditation unit and title
6. Month and year of most recent CHEA recognition:
7. Number of accredited institutions or programs:
   1. at last review by CHEA: \_\_\_\_degree, \_\_\_\_nondegree
   2. currently: \_\_\_\_degree, \_\_\_\_nondegree
8. **CHEA Recognized Scope of Accreditation (*Recognition Policy*, Paragraphs 7 and 8):**
9. Provide the organization’s current CHEA-recognized scope of accreditation as last approved by CHEA.

**Current CHEA Scope Statement (please include year):** [Text box is expandable]

1. 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.

**Comment:** [Text box is expandable]

1. 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.

**Comment:** [Text box is expandable]

1. 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. (*Recognition Policy*, Paragraphs 7 and 8)

**Comment:** [Text box is expandable]

*Note: If the accrediting organization is seeking a change of scope as part of the Interim Report, please respond to Paragraph 8 (Recognition Policy) in its entirety, in addition to A-D above.*

**Comment:** [Insert and provide response to Paragraph 8 as appropriate]

1. **Recognition Standards (9-12): Narrative Reporting Major Changes and Demonstrating that the Accrediting Organization Continues to Meet CHEA Recognition Standards**

*For each CHEA recognition standard, provide appropriate evidence demonstrating how the accrediting organization meets the 2019 CHEA Recognition Policy. The report needs to be approximately 12-15 pages in length. Please provide a response for each of the three CHEA recognition standards, including sub-parts, all of which are referred to as paragraphs.*

**STANDARD 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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 10.A, 10. B, 10.C, etc.)]

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 11.B.1)

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 10.A, 10. B, 10.C, etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 10.A, 10. B, 10.C, etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 10.A, 10. B, 10.C, etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 10.A, 10. B, 10.C, etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 10.A, 10. B, 10.C, etc.)]

**Additional Comments (optional):**

**Comments:**

***STANDARD 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.)

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.A.1., 11.A.2 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.A.1., 11.A.2 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.A.1., 11.A.2 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.A.1., 11.A.2 etc.)]

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 (Additionally please complete the Worksheet for Student Performance and Achievement Data provided on page 21) ;

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.B.1., 11.B.2 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.B.1., 11.B.2 etc.)]

3. Provide evidence of ongoing attention to appropriate innovation.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.B.1., 11.B.2 etc.)]

**Additional Comments (optional):**

**Comments:**

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;

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.C.1., 11.C.2 etc.)]

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;

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.C.1., 11.C.2 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.C.1., 11.C.2 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 11.C.1., 11.C.2 etc.)]

***STANDARD 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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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;

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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)

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

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.

**Comments:** [Text box is expandable, provide a response, as appropriate for each standard (e.g., 12.A, 12.B, 12.D.3 etc.)]

**Additional Comments (optional):**

**Comments:**

1. **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.

**Comments:**

1. **Budget: Required information**

The accrediting organization or unit needs to provide the operating budget for the fiscal year of the most recent CHEA recognition review and the fiscal year of the *Interim Report*, including revenues and expenditures of the accrediting organization. Include a brief narrative describing any variances between the two budgets and a description of how the budget is sufficient to support accreditation functions.

Please note, if the accrediting organization is 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.   
  
Please use the Budget Worksheet that has been provided as part of the *Interim Report* Template*.*

***WORKSHEET FOR STUDENT PERFORMANCE AND ACHIEVEMENT***

***(Paragraph 11.B.1)***

Please submit a complete list of URLs demonstrating that each of the accredited institutions and or programs are providing readily accessible performance and student achievement data on their individual websites. CHEA reserves the right to request updated information, in a follow-up report or as otherwise needed.

Please organize the performance and student achievement data by institution and or program in the table provided below. The table can be modified (as appropriate) to meet the needs of the accrediting organization.

*Please note: If you would like to submit this information in an Excel worksheet as opposed to in Word, you may do so, but it needs to be organized as noted below.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Public 2-year** | **Indicate Degree Type(s) (associate, baccalaureate, master’s or doctoral)** | **URL** | **Notes (as needed)** |
| Institution or program |  | Insert URL |  |
| Institution or program |  | Insert URL |  |
| Institution or program |  | Insert URL |  |
| **Public 4-year** |  |  |  |
| Institution or program |  | Insert URL |  |
| Institution or program |  | Insert URL |  |
| Institution or program |  | Insert URL |  |
| **Private 2-year** |  |  |  |
| Institution or program |  | Insert URL |  |
| Institution or program |  | Insert URL |  |
| Institution or program |  | Insert URL |  |
| **Private 4-year** |  |  |  |
| Institution or program |  | Insert URL |  |
| Institution or program |  | Insert URL |  |
| Institution or program |  | Insert URL |  |

|  |  |  |
| --- | --- | --- |
| ***CHEA BUDGET WORKSHEET***  **Name of Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
|  | Fiscal Year of CHEA Application for Recognition | Fiscal Year  of *Interim Report* |
| **Accreditation Revenue**  Accreditation Fees  Accreditation Visits  Accreditation Workshops  Annual Dues or Sustaining Fees  Publications  Other (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 Benefits  Office Operations (supplies, telephone, rent, etc.)  Accreditation Travel  Accreditation Meetings  Accreditation Workshops  Other |  |  |
| **Total Expenditures** | $ | $ |
| **Revenue Over Expenditures** |  |  |
|  | **$** | **$** |
|  |  |  |

***SCHEDULE FOR FUTURE INTERIM REPORT SUBMISSION AND REVIEW***

**February 2020**

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

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

*Please note: These dates are provided as guidance and may vary depending on the individual circumstances of the accrediting organization.*

Original Publication-February 2019