

Documentation Roadmap



Documents, Processes, and Procedures

**Evidence of Institutional Ability to Meet the Expectations of the
Requirements of Affiliation and Standards for Accreditation of
the Middle States Commission on Higher Education**

| <u>Requirement of Affiliation</u> | <u>Compliance Process /Aligned with which Standard?</u> | <u>Documents, Processes, and Procedures</u> |
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| 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 within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS | List documentation here. |
| 2. The institution is operational, with students actively pursuing its degree programs. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS | List documentation here. |
| 3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS | List documentation here |
| 4. The institution's representatives communicate with the Commission in English, both orally and in writing. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS | List documentation here |
| 5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements. | INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS | List documentation here |
| 6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the | List here which Standards will address this Requirement of Affiliation. | List documentation here |

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| Commission website, www.msche.org . | | |
| 7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education. | List here which Standards will address this Requirement of Affiliation. | List documentation here |
| 8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes. | List here which Standards will address this Requirement of Affiliation. | List documentation here |
| 9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality. | List here which Standards will address this Requirement of Affiliation. | List documentation here |
| 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments. | List here which Standards will address this Requirement of Affiliation. | List documentation here |
| 11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis. | List here which Standards will address this Requirement of Affiliation. | List documentation here |
| 12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution | List here which Standards will address this Requirement of Affiliation. | List documentation here |

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| <p>and for ensuring that the institution's mission is being carried out.</p> | | |
| <p>13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive of car shall not serve as the chair of the governing body.</p> | <p>List here which Standards will address this Requirement of Affiliation.</p> | <p>List documentation here</p> |
| <p>14. The governing body/bodies are prepared to demonstrate in writing, as may be required, that the institution will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in identical terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p> | <p>List here which Standards will address this Requirement of Affiliation.</p> | <p>List documentation here</p> |
| <p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with so client responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p> | <p>List here which Standards will address this Requirement of Affiliation.</p> | <p>List documentation here</p> |

STANDARD I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Assemble the following, as appropriate.

- Statements regarding institutional mission and goals
- Processes and procedures relevant to mission and goals

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

| <u>Standard I Criteria</u> | <u>Documents, Processes, and Procedures</u> |
|---|---|
| <p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated. | <p>Click here to enter text.</p> |
| <p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p> | <p>Click here to enter text.</p> |
| <p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p> | <p>Click here to enter text.</p> |
| <p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p> | <p>Click here to enter text.</p> |

STANDARD II: Ethics and Integrity

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

Assemble the following, as appropriate.

- Recruitment and marketing materials (printed and electronic)**
- Public disclosure information required by the Commission and government entities (printed and electronic)**
- Institutional by-laws, guidelines, and policies.**
- Handbooks (student, faculty, employee, etc.)**
- Processes and procedures relevant to ethics and integrity**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

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Complete the following table:

| Standard II Criteria | <u>Documents, Processes, and Procedures</u> |
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| 1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. | Click here to enter text. |
| 2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. | Click here to enter text. |
| 3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably. | Click here to enter text. |
| 4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents. | Click here to enter text. |
| 5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees. | Click here to enter text. |
| 6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. | Click here to enter text. |
| 7. As appropriate to mission, services or programs in place: <ul style="list-style-type: none"> a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. | Click here to enter text. |
| 8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: <ul style="list-style-type: none"> a. The full disclosure of information on institution-wide; b. assessments, graduation, retention, certification and licensure or licensing board pass rates; | Click here to enter text. |

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| <ul style="list-style-type: none"> c. The institution's compliance with the Commission's Requirements of Affiliation; d. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; e. The institution's compliance with the Commission's policies. | |
| <p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p> | <p>Click here to enter text.</p> |

STANDARD III: Design and Delivery of the Student Learning Experience

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

Assemble the following, as appropriate:

- Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
- Program development and approval procedures.
- Faculty review procedures
- Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

Click here to enter text.

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Complete the following table:

| Standard III Criteria | <u>Documents, Processes, and Procedures</u> |
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| <p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p> | <p>Click here to enter text.</p> |
| <p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. designed, delivered, and assessed by faculty(full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. | <p>Click here to enter text.</p> |
| <p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p> | <p>Click here to enter text.</p> |

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| <p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p> | <p>Click here to enter text.</p> |
| <p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills. | <p>Click here to enter text.</p> |
| <p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p> | <p>Click here to enter text.</p> |
| <p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p> | <p>Click here to enter text.</p> |

8. Periodic assessment of the programs providing student learning opportunities.

[Click here to enter text.](#)

STANDARD IV: Support of the Student Experience

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

Assemble the following, as appropriate:

- Reports from student support offices
- Student handbooks
- Analysis of enrollment management plan (admission, retention, and completion).
- Processes and procedures relevant to support of the student experience.

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

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Complete the following table:

| <u>Standard IV Criteria</u> | <u>Documents, Processes, and Procedures</u> |
|--|---|
| <p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <p style="margin-left: 20px;">a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment,</p> | <p>Click here to enter text.</p> |

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| <p>and refunds;</p> <ul style="list-style-type: none"> b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified ,placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. | |
| <p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p> | <p>Click here to enter text.</p> |
| <p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p> | <p>Click here to enter text.</p> |
| <p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p> | <p>Click here to enter text.</p> |
| <p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p> | <p>Click here to enter text.</p> |
| <p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p> | <p>Click here to enter text.</p> |

STANDARD V: Educational Effectiveness Assessment

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

Assemble the following, as appropriate:

Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results

Processes and procedures relevant to educational effectiveness assessment

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

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Complete the following table:

| Standard V Criteria | <u>Documents, Processes, and Procedures</u> |
|--|---|
| <p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p> | <p>Click here to enter text.</p> |
| <p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ul style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and, c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. | <p>Click here to enter text.</p> |
| <p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:</p> <ul style="list-style-type: none"> a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the | <p>Click here to enter text.</p> |

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| <p>provision of academic programs and services;</p> <p>f. informing appropriate constituents about the institution and its programs;</p> <p>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and,</p> <p>h. implementing other processes and procedures designed to improve educational programs and services.</p> | |
| <p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p> | <p>Click here to enter text.</p> |
| <p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p> | <p>Click here to enter text.</p> |

STANDARD VI: Planning, Resources, and Institutional Improvement

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

Assemble the following, as appropriate:

- The institution's two most recent externally-audited financial statements, including management letters**
- Financial projections for the next two years.**
- Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.**
- Institutional strategic planning documents.**
- Processes and procures relevant to planning, resources and institutional improvement**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

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Complete the following table:

| <u>Standard VI Criteria</u> | <u>Documents, Processes, and Procedures</u> |
|---|--|
| 1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation. | Click here to enter text. |
| 2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results. | Click here to enter text. |
| 3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives. | Click here to enter text. |
| 4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered. | Click here to enter text. |
| 5. Clear assignment of responsibility and accountability. | Click here to enter text. |
| 6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes. | Click here to enter text. |
| 7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter. | Click here to enter text. |
| 8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals. | Click here to enter text. |
| 9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. | Click here to enter text. |

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 governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purposed, and it operates as an academic institution with appropriate autonomy.

Assemble the following, as appropriate:

- By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.
- Conflict of interest policies and other ethics policies of the Board.
- A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).
- Organizational chart for the institution (names and titles of the individuals in each position)
- Succession planning for board members and senior leadership
- Processes and procedures relevant to governance, leadership, and administration
- In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

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Complete the following table:

| <u>Standard VII Criteria</u> | <u>Documents, Processes, and Procedures</u> |
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| <p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p> | <p>Click here to enter text.</p> |
| <p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"> a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. Appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written | <p>Click here to enter text.</p> |

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| <p>conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</p> | |
| <p>3. A Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p> | <p>Click here to enter text.</p> |
| <p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> | <p>Click here to enter text.</p> |

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| <ul style="list-style-type: none"> d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and student in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations. | |
| <p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p> | <p>Click here to enter text.</p> |