

ENGAGING in FEDERAL STUDENT ASSISTANCE TITLE IV PROGRAMS

Report

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After the proposed substantive change is received by DEAC, the institution undergoes an on-site visit within six to 12 months following the approval of the application. The institution shall submit the following Engaging in Federal Student Assistance Title IV Programs Report at least five weeks prior to the scheduled on-site evaluation.

**SECTION 1:** Provide requested institution information.

**SECTION 2:** Provide requested responses regarding the institution’s engagement in federal student assistance Title IV programs for the standards listed below relevant to the substantive change.

**SECTION 3:** Provide requested enrollment information.

**SECTION 4:** Provide the identified supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

**SECTION 5:** The president/CEO certifies that all information and documentation provided is true and accurate.

Distance Education Accrediting Commission

1101 17th Street NW, Suite 808

Washington, D.C. 20036

**Tel:** 202.234.5100

**Fax:** 202.332.1386

**Email:** nan.ridgeway@deac.org

# ENGAGING IN FEDERAL STUDENT ASSISTANCE TITLE IV PROGRAMS – Report

# SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

**Former Names:** Insert Former Name(s)

**Website(s):** Insert Website Link(s)

**Main Telephone Number:** Main Telephone Number

**Institutional Mission Statement:** Insert Mission Statement

**Primary Contact:** Name of President/CEO

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

**Compliance Officer Contact:** Name of compliance officer

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

Note: This individual must have already completed the *Preparing for DEAC Accreditation* tutorial.

# SECTION 2: Accreditation Standards

## Standard II: Governance

1. **Reputation of Institution, Owners, Governing Board Members, Administrators, and Other Officials**

The institution and its owners, governing board members, officials, and administrators possess sound reputations, a record of integrity, and ethical conduct in their professional activities, business operations, and relations. The institution’s name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or mistreatment of consumers. The institution’s owners, governing board members, officials, and administrators shall comply with the institution’s policies and procedures governing conflicts of interest and other applicable rules of conduct.

1. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators possess sound reputations and records of integrity.
2. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators practice ethical conduct in their professional activities, business operations, and business relations.
3. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators comply with the institution’s policies and procedures governing conflicts of interest and other applicable rules of conduct.
4. Affirm that the institution’s name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or mistreatment of consumers.
5. Affirm whether any owner(s), governing board members, chief executive officer, or top institution administrators have been debarred by federal or state authorities from participating in any funding programs.
6. Affirm that the institution will promptly notify DEAC of any investigative, enforcement, legal, or prosecutorial actions which may be initiated against the institution, its owners, governing board members, officials, and administrators and that such notification shall include an explanation of the circumstances giving rise to such actions and the institution’s response to the same, as well as its explanation of why such actions should not be deemed a concern with respect to the integrity of the named persons or institutions.

## Standard IV: Academic Achievement

1. **Student Learning Outcomes**

Student learning outcomes are clearly defined, simply stated, and measurable and define success for students who are reasonably capable of completing the educational offering.

1. Describe how the institution develops student learning outcomes (including program- and course-level outcomes).
2. Describe how the institution verifies that student learning outcomes are measurable and reasonably attainable.
3. Describe how the institution verifies that student learning outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input.
4. **Direct Measures**

The institution evaluates student achievement using student outcome indicators (e.g., completion rates) and other measures that it determines to be appropriate relative to its mission and educational offerings, including post-completion measures. The institution maintains systematic and ongoing processes for assessing student achievement, analyzes aggregated and disaggregated data, and documents that the results meet both internal and external benchmarks, including those comparable to courses or programs offered at peer DEAC-accredited institutions. Data on student achievement is collected on a continuous basis and evaluated annually.

1. Describe how the institution collects student outcomes data appropriate to its mission and educational offerings, as part of its outcomes assessment plan.
2. Describe how often student outcomes data is collected and evaluated as part of the institution’s outcomes assessment process.
3. Describe the direct measures (e.g., assignment, examination, or assessment) used by the institution to measure student achievement of student learning outcomes (both program- and course-level outcomes).
4. Describe the benchmarks or standards the institution uses to measure whether students are achieving the stated student learning outcomes.
5. Describe how the institution uses the data results of direct measures to improve and enhance its educational offerings and support services.
6. Describe how the institution monitors student graduation and completion rates.
7. Provide data that shows how the institution meets DEAC’s most recently published benchmark standards (see DEAC Handbook, Part Four: Appendix X) for graduation and completion rates within the context of the institution’s mission and the profile of students being served.
8. Describe how the institution monitors student persistence and retention rates, as applicable to the institution’s program lengths.

1. If applicable, relative to the institution’s mission and educational offerings, describe how the institution monitors post-completion measures (e.g. employment rates, placement rates, professional examination pass rates, or wage increase metrics).
2. For programs that indicate a specific career or other benefit as an outcome or prepares students for state licensure/certification examination required for entering a profession, describe the process for collecting data on student achievement and/or licensure examination results. If stated program outcomes explicitly indicate job placement, include evidence of employer acceptance of graduates of these programs.
3. **Indirect Measures**

The institution systematically seeks student, alumni, and employment community input to evaluate and improve curricula, instructional materials, method of delivery, and student services. The institution regularly collects evidence that currently enrolled students are satisfied with the administrative, educational, and support services provided.

1. Describe how the institution systematically seeks student and alumni input to evaluate and improve curricula, instructional materials, method of delivery, and student services.
2. If applicable, relative to the institution’s mission and educational offerings, describe how the institution systematically seeks input from the employment community to evaluate and improve curricula, instructional materials, method of delivery, and student services.
3. Describe any other indirect measures the institution uses to measure student satisfaction (e.g. exit interviews or focus groups).
4. Describe the benchmarks or standards the institution uses to measure student satisfaction.
5. Describe how the institution uses the data results of indirect measures to improve and enhance its educational offerings and student support services.

## Standard V: Academic Program Requirements

1. **General Program Requirements**

The institution’s programs are aligned with its mission. Program content, student learning outcomes, and standards of student performance are appropriate to the academic discipline and level of the credential conferred. Entry and completion requirements for each program are clearly defined and consistent with commonly accepted program expectations of the authority for awarding the credential. Program length for degree programs must adhere to the following minimum standards:

1. Associate degree – minimum 60 semester hours or equivalent.
2. Bachelor’s degree – minimum 120 semester hours or equivalent.
3. Master’s degree – minimum 30 semester hours or equivalent beyond the bachelor’s degree.
4. First Professional degree (at any level) – minimum 50 semester hours or equivalent beyond the bachelor’s degree.
5. Applied doctorate – minimum 48 semester hours or equivalent beyond the master’s degree.
6. Research doctorate – minimum 60 semester hours or equivalent beyond the master’s degree.
7. Describe how student learning outcomes are appropriate to the type and level of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
8. Describe how the institution verifies that entry and completion requirements (e.g., capstone, thesis, or other culminating project requirements as applicable) for each program are clearly defined and consistent with commonly accepted program expectations at other appropriately accredited institutions.

## Standard VI: Curriculum Development

1. **Academic Units of Measurement**

The institution documents policies and procedures used to define and calculate the chosen academic unit of measurement. The framework for academic units must be supported by research and consistent with the program learning outcomes. Academic units are measured by credit hours or competencies. Academic unit measurements for all delivery modalities and program types must clearly show that each program is delivered with at least 51 percent distance education. The institution measures and documents the amount of time it takes the average student to achieve learning outcomes and specifies the academic engagement and preparation time. If academic units are measured in clock hours, the institution documents its implementation and application of policies and procedures for determining clock hours awarded for its courses and programs. A clock hour is one instructional hour. One instructional hour is defined as 50 minutes of instruction in a 60-minute period.

1. Describe the institution’s policy for determining and assigning academic units of measurement.
2. Describe the process the institution uses to measure and document the amount of time it takes the average student to achieve learning outcomes (as a means for assigning academic units of measurement).
3. Describe how the institution verifies and documents that appropriate academic units of measurement are assigned to its educational offering.
4. **Credit Hour Definition**

Semester and quarter credit hours are equivalent to the commonly accepted and traditionally defined units of academic measurement. Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit or 30 hours of student work for one quarter credit. One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation. One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.

1. For programs measured in credit hours, describe how the institution verifies that its definition and calculations are equivalent to commonly accepted and traditionally defined units of academic measurement, as defined by DEAC Standard VI.D.

## Standard VIII: Academic Delivery

1. **Supporting Academic Technologies**

The institution uses technology appropriate to its modality and institutional context to support the delivery of its educational programs. This includes not only technology that delivers course materials and content, but also technology that (1) supports communications between students and faculty; (2) monitors student progress and achievement; (3) provides access to other academic resources, such as online libraries and third-party programs; (4) offers readily accessible channels for students to communicate questions, complaints, and concerns to applicable faculty or institutional staff; (5) protects the integrity of academic programs, testing, student work, and student communications; and (6) otherwise supports the collection of data necessary for the institution to evaluate its operations and performance.

1. Describe how students are informed of the institution’s minimum technology requirements prior to admission.

For this exhibit: Insert Link to Requirements

1. Describe how the institution uses technology appropriate to its modality and institutional context to support the delivery of its educational programs.
2. Describe how the technology in use:

* Supports communication between students and faculty.
* Monitors student progress and achievement.
* Provides access to academic resources outside of individual courses, such as online libraries and third-party programs.
* Offers readily accessible channels for students to communicate questions, complaints, and concerns to applicable faculty or staff.
* Protects the integrity and security of academic programs, testing, student work, and student communications.
* Supports the collection of data necessary for the institution to evaluate its operations and performance.

## Standard X: Academic Policies

1. **Admissions Criteria**

The institution’s admissions criteria align with its mission, program levels, and targeted student population. The admissions criteria are intended to ensure the admission of students who can reasonably be expected to successfully complete the stated educational offerings. Exceptions to admissions criteria are limited and require documentation of a clear and justifiable rationale for the exception.

1. Describe the institution’s admissions policy.

For this exhibit: Insert Links to Policy and Criteria

1. Describe how the institution’s admissions criteria align with its mission, program levels, and target student population.
2. Describe the process followed to develop admissions criteria that verify and document that prospective students can reasonably be expected to complete the stated educational offerings.
3. Describe how the institution documents that students meet established admissions criteria.
4. If the institution enrolls students who do not meet its established admissions criteria, describe (a) the institution’s policies and procedures for determining the basis for admittance; (b) how the institution documents its rationale for exception, showing that students otherwise meet established admissions criteria; and (c) how such admissions are made only under limited and exceptional circumstances.

1. **Student Integrity and Academic Honesty**

The institution publishes clear, specific policies related to student integrity and academic honesty. Students acknowledge in writing their receipt and review of the policies prior to beginning their first course. The institution affirms that the student who takes an assessment is the same person who enrolled in the program. The institution implements procedures to ensure that assessments will reflect a student’s own knowledge and competence in accordance with stated learning outcomes.

1. Describe how the institution applies its student integrity and academic honesty policies.

For this exhibit: Insert Links to Policies

1. Describe how the institution enforces these policies. Provide examples.

1. Describe how the institution requires students to acknowledge, in writing, their receipt and review of student integrity and academic honesty policies prior to beginning their first course.
2. Describe how the institution affirms (a) that the student who takes the assessment is the same person who enrolled in the program and (b) that assessment results will reflect the student’s own knowledge and competence in accordance with stated learning outcomes.
3. **Satisfactory Academic Progress**

The institution implements and consistently applies a satisfactory academic progress (SAP) policy and discloses this policy to students. Criteria for measuring satisfactory academic progress include qualitative and quantitative standards used for evaluation of student progress. The institution takes appropriate action if students do not meet the institution’s minimum standards of progress. Students are informed of their academic progress and standing in the program at regular intervals throughout their enrollment.

1. Describe the institution’s satisfactory academic progress policy.

For this exhibit: Insert Link to Policy

1. Describe the qualitative and quantitative criteria used for measuring student progress.

1. Describe the actions taken by the institution if a student is unable to meet minimum standards of progress.

1. Describe who is responsible for monitoring student progress.

1. Describe how frequently student progress is verified.
2. Describe how frequently students are informed of their academic progress and standing in the program.
3. Describe how the institution’s satisfactory academic progress policy complies with all Federal student assistance requirements as stated in current federal regulations including quantitative and qualitative requirements.
4. If the institution allows for Leaves of Absence, describe how the institution’s Leave of Absence policy complies with Federal student assistance requirements as stated in current federal regulations, including how the institution complies with related timeframe limitations and National Student Loan Data System (NSLDS) reporting requirements.
5. Describe the actions taken by the institution and notification provided to the student if a student is unable to meet minimum standards of progress including whether the institution allows for Financial Aid Warning and Financial Aid Probation periods.

1. **Regular and Substantive Interaction**

The institution implements policies and procedures that ensure that regular and substantive interaction occurs between students and faculty. The institution maintains records that document that appropriate interactions occur throughout the student’s enrollment.

1. Describe how the institution implements policies and procedures that ensure that regular and substantive interaction occurs between students and faculty at least once every seven days.
2. Explain how regular interactions between students and faculty are substantive and academic in nature.
3. Describe how regular and substantive interaction is documented.
4. Describe the records maintained by the institution that document that appropriate interactions occur throughout the student’s enrollment.

## Standard XI: Recruitment and Enrollment

1. **Student Recruitment**

Individuals authorized by the institution to participate in the enrollment process with prospective students do not have final decision-making authority in the approval or awarding of FSA Title IV. An institution that participates in FSA Title IV programs is aware of, and complies with, all U.S. Department of Education regulations and restrictions on methods of compensation that pertain directly or indirectly to success in student recruiting or admission activities or in making financial aid decisions.

1. Describe the policies and procedures in place that prevent individuals authorized by the institution to participate in the enrollment process with prospective students from possessing final decision-making authority in the approval or awarding of FSA Title IV funds.
2. Describe how the policies and procedures for compensation of individuals involved in recruitment or admission activities and those involved with making financial aid decisions comply with all Federal student assistance requirements as stated in current federal regulations, including restrictions on student referrals made by institution personnel.
3. **Financial Disclosures**

All costs relative to the education provided by the institution are disclosed to the prospective student in an enrollment agreement or similar contractual document before enrollment. Costs must include tuition, educational services, textbooks, and instructional materials; any specific fees associated with enrollment, such as application and registration fees; and fees for required services such as student authentication, proctoring, technology access, and library services.

1. Describe how the institution discloses to prospective students prior to enrollment all costs associated with the education provided.
2. Demonstrate that all costs associated with the education provided include tuition, educational services, textbooks, instructional materials, and application, registration, authentication, proctoring (if applicable), technology access, and library or any other required service fees.
3. **Admission Process**

The institution verifies that all admissions requirements are met prior to admission and collects appropriate evidence, such as official transcripts and English Language proficiency documentation, to support eligibility. English language proficiency is verified for applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction. Such verification procedures align with DEAC’s guidance on English Language Proficiency Assessment located in Appendix IX. The institution documents the basis for any denial of admission. Official transcripts, if required for admission, must be received within a defined enrollment period not to exceed 12 semester credit hours. Students who do not submit required official transcripts within the prescribed period are administratively withdrawn.

1. Describe how the institution documents that all admissions requirements are met prior to admission.
2. Describe the procedures followed to document the basis for any denial of admission.
3. Describe the procedures followed to inform applicants they have been accepted for or denied admission.
4. List the reasons why an applicant may be denied admission.
5. If the institution allows students to begin enrollment prior to receiving official transcripts, define the enrollment period allowed for receipt (cannot exceed 12 semester credit hours or equivalent).
6. Describe the process followed to verify that official transcripts are received within the defined enrollment period.
7. Describe the process followed when student official transcripts are not received within the defined enrollment period.

## Standard XII: Student Support Services

1. **Career and Financial Aid Advising**

The institution makes available to students, upon request, career advising related to their program of study. The institution makes available financial aid advising to all students in need of financial assistance, students that are applying for financial assistance, and other persons seeking additional information regarding the process for applying for and receiving federal student assistance. Such advising may take place via a variety of media sources and communication methods. Upon request of the student, the institution provides personal assistance on questions related to the application and delivery of financial aid.

1. Describe how the institution provides career advising, upon request, to students related to their program of study.
2. Describe how the institution provides financial aid advising to all students who need financial assistance, apply for financial assistance, and seek additional information regarding the process for applying and receiving Federal Student Assistance.
3. Describe the various media sources and communication methods used by the institution to provide career and financial aid advising.
4. Describe how the institution provides personal assistance to students on questions related to the application and delivery of financial aid.
5. **Entrance and Exit Loan Advising**

The institution conducts entrance and exit loan advising that encourages loan repayment. The institution, through the financial aid office and the use of available media, encourages repayment of any FSA student loan funds that were obtained for payment of the tuition and other costs associated with the student’s attendance and enrollment in the institution’s educational offerings.

1. Describe how the institution conducts entrance and exit loan advising with students that encourages Federal Student Assistance loan repayment.
2. Describe the media the institution uses to encourage repayment of any Federal Student Assistance student loan funds that were obtained for payment of the tuition and other costs associated with the student’s attendance and enrollment in the educational offerings.

## Standard XIII: Fair Practices

1. **Refunds**

Institutions must implement fair and equitable refund policies that meet or exceed the requirements of their government regulators, including consumer rights and protection policies. In the absence of such requirements, the institution follows DEAC’s refund policy requirements in Appendix XIV. The institution discloses the date from which refunds are calculated (e.g., the date of determination of withdrawal or termination). The institution complies first with the Return of Title IV requirements when a student who is a FSA Title IV recipient withdraws from the institution.

1. Describe how the institution’s refund policy complies first with the Return of Title IV requirements when a student who is an FSA Title IV recipient withdraws from the institution.
2. **Performance Disclosures**

The institution routinely discloses on its website reliable, current, and accurate information on its performance, including student achievement, as well as any other requirements in accordance with state, federal, and other relevant regulatory agencies and in accordance with DEAC’s student achievement disclosure format.

1. Describe the student achievement and assessment performance measures the institution discloses on its website.

For this exhibit: Insert Link to location of the information on the institution’s website

1. Describe how the institution’s student achievement and other disclosures comply with applicable state, federal, or other relevant regulatory agency requirements.
2. Describe how the institution routinely updates student achievement disclosures on its website with reliable, current, and accurate data.
3. **Advertising and Promotion**

Any statements the institution makes in any advertising or promotional materials are complete and accurate regarding the following:

1. Its eligibility for or participation in FSA Title IV programs,
2. Its efforts to become certified to participate in such programs, and/or
3. The availability of FSA Title IV benefits to students who enroll at the institution.

The institution will not use the availability of FSA Title IV funds to students as the primary inducement or rationale for students to enroll in a program.

All promotional materials, catalogs, websites, or other materials that describe the financial assistance available to students, including any FSA Title IV funds that might be available, must state that the assistance is available only to those students who qualify and must include the federal and institutional requirements students must meet in order to qualify for and maintain eligibility for such assistance.

The institution discloses accurate course material information, including ISBN and retail prices. The institution’s textbook pricing policy for new or used textbooks is fair to students.

1. Provide links to the institution’s promotional materials, catalogs, websites, or other materials that describe its participation in Federal Student Assistance Title IV programs.
2. Describe the processes followed by the institution to ensure that advertising and promotional materials provide complete and accurate information to students on its participation in Federal Student Assistance Title IV programs.
3. Describe how the institution ensures that the availability of FSA Title IV funds is not used as a primary inducement or rationale for enrolling students in a program.
4. Provide the language the institution publishes that states Federal Student Assistance Title IV funds are available only to those students who qualify.
5. Describe how the institution discloses to students the federal and institutional requirements they need to meet in order to qualify for and maintain eligibility for Federal Student Assistance.

## Standard XIV: Finance

1. **Federal Student Assistance Administrator**

The institution employs a capable individual(s) responsible for administering all FSA Title IV programs in which it participates and for coordinating those programs with the institution’s other financial assistance programs. The institution employs other individuals, as needed, to assist in the administration of FSA Title IV programs.

1. Identify and describe the qualifications of the capable individual(s) responsible for administering all FSA Title IV programs in which it participates.
2. Describe how this individual coordinates those programs with the institution’s other financial assistance programs.
3. Describe the institution’s procedures for hiring and employing other individuals, as needed, to assist in the administration of FSA Title IV programs.
4. Provide the name of the individual from the institution who attended the DEAC-sponsored Federal Student Assistance Title IV Administration workshop and state whether the individual was certified by DEAC prior to the institution’s participation in any Federal Student Assistance program.
5. **Default Management Plan**

The institution’s default management plan addresses student loan information (borrower’s rights and responsibilities, information regarding repayment and consolidation of student loan debt, communications with lenders and loan servicing agents, and the consequences of default), advising and monitoring, cooperation with lenders, and collection information to facilitate location of borrowers. The institution documents implementation of the default management programs and regularly conducts an evaluation of the effectiveness of its efforts as part of its self-study program.

The published cohort rate for the institution for any cohort year—where 30 or more borrowers enter repayment—cannot exceed the allowable rates as prescribed by the U.S. Department of Education. Institutions that receive a published rated greater than 25 percent are required to implement and adhere to a default reduction plan that specifically outlines the means by which the institution will provide services and contracts to the borrowers in an attempt to reduce the cohort default rate.

1. Provide the institution’s most recent official three-year Cohort Default Rate.
2. Describe how the institution’s default management plan addresses student loan information, advising and monitoring, cooperation with lenders, and collection information to facilitate location of borrowers.
3. Describe how the institution documents implementation of the default management programs and regularly conducts an evaluation of the effectiveness of its efforts as part of its self-study program.
4. **Financial Responsibility**

The institution meets the financial responsibility and administrative capability rules for federal financial aid participation that includes the annual submission of audited comparative financial statements for the two most recent fiscal years, auditor opinion and management letters, and composite score calculation.

1. Describe how the institution meets the financial responsibility and administrative capability rules for Federal Student Assistance participation that includes the annual submission of audited comparative financial statements for the two most recent fiscal years, auditor opinion and management letters, and composite score calculation.
2. Provide the institution’s composite score. If the institution’s score is below 1.5 describe guidance received by the Federal Student Aid department and how the institution is complying with applicable Federal requirements and department guidance.

1. **Limitations on Title IV Revenue and Enrollment Growth:** 
   1. Revenue from all FSA Title IV programs by eligible institutions may not account for more than 50 percent of an institution’s total revenue during its first 12 months of eligibility for FSA Title IV program participation, and not more than 75 percent of its revenue for all subsequent years of participation until such time that the institution (a) receives renewal of accreditation while participating in Title IV programs, and (b) demonstrates that its three-year cohort default rate and financial statement composite score fall within acceptable ranges as prescribed by the U.S. Department of Education. Once the institution successfully meets the aforementioned requirements, the Commission will approve the institution to draw the maximum revenue from FSA Title IV Programs allowed under applicable Title IV regulations. “Revenue” is defined as total receipts from all of the institution’s distance education students for tuition, books, fees, and all institutional charges, excluding refunds made, regardless of whether they received FSA Title IV programs funds.

Students who enrolled in an institution’s programs prior to the date in which FSA Title IV program eligibility is granted and who subsequently elect to receive FSA Title IV funds will not be included in the institution’s FSA Title IV program revenues.

1. Certify that the institution understands its obligation to comply with DEAC’s Title IV revenue limitation requirements.
   1. An institution that, due to its participation in FSA Title IV programs, experiences annual growth of more than a 50 percent increase in student enrollments and/or has more than a 50 percent increase in annual tuition receipts in any calendar year may be directed to undergo an on-site evaluation, at the discretion of the DEAC.
2. Certify that the institution understands, if it has annual growth of more than a 50 percent increase in student enrollments and/or more than a 50 percent increase in annual tuition receipts in any calendar year, it may be directed to undergo an on-site evaluation at the discretion of the DEAC.
3. **Title IV Program Reviews**

The institution notifies DEAC in writing within 10 days of having undergone any program reviews, inspections, or other reviews of its participation in Federal Student Assistance Title IV programs by the U.S. Department of Education. The institution also provides complete copies of any reports (both preliminary and final) of these reviews and provides any available compliance audits within 10 days of its receipt of these documents.

1. State whether or not the institution has received a program review by the U.S. Department of Education in the past five years. If yes, explain the status of the program review.
2. Certify that the institution understands its obligation to notify DEAC in writing within 10 days of having undergone any program reviews, inspections, or other reviews of its participation in Federal Student Assistance Title IV programs by the U.S Department of Education and will provide complete copies of any reports (both preliminary and final) of these reviews including available compliance audits within 10 days of the receipt of these documents.
3. **Bankruptcy**

An institution that files for federal bankruptcy protection, simultaneously and immediately forfeits its DEAC accredited status and Federal Student Assistance Title IV program eligibility.

1. Certify that the institution understands that it immediately forfeits its DEAC accredited status and Federal Student Assistance Title IV program eligibility once it files for federal bankruptcy protection.

Standard XV: Facilities and Records Maintenance

1. **Records Protection**

The institution’s financial and administrative records, as well as students’ financial, educational, and personal information, are securely and confidentially maintained in accordance with laws applicable to the jurisdiction(s) in which the institution operates and with professional requirements.

1. Describe student financial, educational, and personal informational records maintained by the institution.
2. Describe the institution’s procedures for maintaining financial and administrative records, as well as students’ financial, educational, and personal information.
3. Describe how the institution takes proactive steps to safeguard the security and confidentiality of financial and administrative records, as well as students’ financial, educational, and personal information.
4. Describe how record maintenance and protection procedures comply with laws applicable to the jurisdiction(s) in which the institution operates, as well as with professional requirements.
5. Describe how physical records are secured on site.
6. Describe how digital records are secured and backed up to minimize data loss.
7. **Record Retention**

The institution’s financial, administrative, and student educational records are retained in accordance with laws applicable to the jurisdiction(s) in which the institution operates. The institution implements a comprehensive document retention policy. Transcripts are readily accessible and are maintained permanently in either print or digital form.

1. Describe the institution’s process for retaining financial, administrative, and student records in accordance with laws applicable to the jurisdiction(s) in which the institution operates.
2. State how long financial records are maintained.
3. State how long administrative records are maintained.
4. State how long student records are maintained.
5. Describe the institution’s comprehensive document retention policy.
6. Identify the individual(s) responsible for ensuring the proper retention of financial, administrative, and student records.
7. Describe how often records are internally audited for compliance with all applicable federal and state laws.
8. Describe how transcript information is readily accessible and permanently maintained in order for the institution to produce an official transcript in a timely manner.

# SECTION 3: ENROLLMENT INFORMATION

1. Provide the number of new enrollments in the last calendar year.

Insert Response

1. Provide the total number of students enrolled as of the date of report submission.

Insert Response

# SECTION 4: DOCUMENTATION

* Non-refundable Engaging in Federal Student Assistance Title IV Programs Report Fee (see *DEAC Accreditation Fees* document). Provide evidence of payment (scanned copy of check or similar). Insert Date Fee was Mailed
* *DEAC State Authorization Form*
* Documentation of state authorization/licensure for institution’s state of domicile (where the institution maintains its primary facility) or international equivalent.
* Documentation of state authorization/licensure or exemptions held in other states (or international equivalent).
* Program Outcomes
* Outcomes Assessment Plan
* Sample Student/Alumni Surveys
* Sample Employer Surveys (if applicable)
* Clock/Credit Hour Policy
* Clock/Credit Hour Evaluation Chart
* Technology Requirement Insert Link
* Satisfactory Academic Progress Policy Insert Link
* Grading Policies
* DEAC Student Achievement Disclosure for the Public Form
* DEAC Website Disclosures Checklist
* Catalog
* DEAC Catalog Disclosures Checklist
* Enrollment Agreements
* DEAC Enrollment Agreement Disclosures Checklist
* Audited comparative financial statements covering the two most recent fiscal years

**Note:** Financial statements are audited and prepared in compliance with generally accepted accounting principles in the United States of America (GAAP) or International Financial Reporting Standards. The institution’s budgeting processes demonstrate that current and future budgeted operating results are sufficient to allow the institution to accomplish its mission and goals.

* DEAC Annual Report Letter

# SECTION 5: CERTIFICATION

I certify that all of the information contained on this report and in the submitted documentation is true and correct, and I understand that, by electronically typing my name in this document, it is considered to have the same legally binding effect as signing my signature using pen and paper.

**Compliance Officer:** Compliance Officer Name

**Compliance Officer Signature:** Compliance Officer Signature

**Date:** Insert Date