

NECHE Standards Crosswalk - 2021 to 2026 Numbered Paragraph Mapping

2021 Numbered Paragraph Text	2021 Paragraph #	Corresponding 2026 Paragraph #s
The mission of the institution defines its distinctive character, addresses the needs of society, identifies the students the institution seeks to serve, and reflects both the institution’s traditions and its vision for the future. The institution’s mission provides the basis upon which the institution identifies its priorities, plans its future, and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission’s Standards	1.1	1.1
The institution’s mission statement is formally adopted by the governing board and appears in appropriate printed and digital institutional publications	1.2	1.1
The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, students, and sponsoring entity (if any). They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution’s overall mission and purposes, are developed by the institution’s individual units	1.4	1.1
The institution periodically evaluates the content and pertinence of its mission and purposes, ensuring they are current and provide overall direction in planning, evaluation, and resource allocation	1.5	1.3
Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and include external perspectives. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts	2.1	1.14
Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness (See also 8.6, 8.7)	2.2	4.3
The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. The results of strategic planning are implemented in all units of the institution through financial, academic, enrollment, and other supporting plans	2.3	1.14, 3.2
The institution plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities	2.4	1.14, 3.5
The institution has a demonstrable record of success in implementing the results of its planning	2.5	1.14
The institution regularly and systematically evaluates the achievement of its mission and purposes, the quality of its academic programs, and the effectiveness of its operational and administrative activities, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide valid information to support institutional improvement. The institution’s evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods	2.6	1.14, 2.10, 4.3
The institution’s principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings, student learning, and the student experience. Systematic feedback from students, former students, and other relevant constituencies is a demonstrable factor in institutional improvement	2.7	2.10, 4.2, 4.5
The institution has a demonstrable record of success in using the results of its evaluation activities to inform planning, changes in programs and services, and resource allocation	2.8	1.14, 4.4
The authority, responsibilities, and relationships among the governing board, administration, faculty, staff, and sponsoring entity (if any) are clearly described in the institution’s by-laws, or an equivalent document, and in a table of organization that displays the working order of the institution. The board, administration, staff, faculty, and sponsoring entity understand and fulfill their respective roles as set forth in the institution’s official documents and are provided with the appropriate information to undertake their respective roles	3.1	1.4
The institution’s organizational structure, decision-making processes, and policies are clear and consistent with its mission and support institutional effectiveness. The institution’s system of governance involves the participation of all appropriate constituencies and includes regular communication among them	3.2	1.10
The governing board is the legally constituted body ultimately responsible for the institution’s quality and integrity. Where the institution’s ownership or affiliation structure or other circumstances or requirements may involve more than one legally constituted body with authority, the institution demonstrates that the governing body with direct responsibility for the institution’s quality and integrity has sufficient autonomy and control to be held accountable for meeting the Commission’s Standards and to ensure that it can act in the institution’s best interest and that the legally constituted bodies with authority have an aligned understanding of their respective roles	3.3	1.5
The board assures representation of the public interest in its composition and reflects the areas of competence needed to fulfill its responsibilities. Two-thirds or more of the board members, including the chair, are free of any personal or immediate familial financial interest in the institution, including as employee, stockholder or shareholder, corporate director, or contractor	3.4	1.6
In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered relative to the mission of the institution	3.6	1.7

NECHE Standards Crosswalk - 2021 to 2026 Numbered Paragraph Mapping

2021 Numbered Paragraph Text	2021 Paragraph #	Corresponding 2026 Paragraph #s
The board has a clear understanding of the institution’s distinctive mission and exercises the authority to ensure the realization of institutional mission and purposes. The board approves and reviews institutional policies; monitors the institution’s fiscal condition; and approves major new initiatives, assuring that they are compatible with institutional mission and capacity. These policies are developed in consultation with appropriate constituencies. The board assures that the institution periodically reviews its success in fulfilling its mission and serving its students. The Board is effective in helping the institution make strategic decisions and confront unforeseen circumstances. It regularly reviews the institution’s systems of enterprise risk management, external audits, regulatory compliance, internal controls, and contingency management. The board assures appropriate attention is given to succession planning for institutional leadership and, where applicable, the composition of the board itself	3.7	1.11
The board systematically develops, ensures, and enhances its own effectiveness through orientation, professional development, effective self-assessment, and regular evaluation including an external perspective. The board addresses its goals for diversity within its membership. Its role and functions are effectively carried out through appropriate committees and meetings	3.8	1.10
Utilizing the institutional governance structure, the board establishes and maintains appropriate and productive channels of communication among its members and with the institutional community	3.9	1.10
The board appoints and periodically reviews the performance of the chief executive officer whose full-time or major responsibility is to the institution	3.10	1.9
The board delegates to the chief executive officer and, as appropriate, to others the requisite authority and autonomy to manage the institution compatible with the board’s intentions and the institution’s mission. In exercising its fiduciary responsibility, the governing board assures that senior officers identify, assess, and manage risks and ensure regulatory compliance	3.11	1.9, 1.11
In accordance with established institutional mechanisms and procedures, the chief executive officer and senior administrators consult with faculty, students, other administrators, and staff, and are appropriately responsive to their concerns, needs, and initiatives. The institution’s internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution	3.13	1.12
The institution’s chief academic officer is directly responsible to the chief executive officer, and in concert with the faculty and other academic administrators, is responsible for the quality of the academic program. The institution’s organization and governance structure assure the integrity and quality of academic programming however and wherever offered. Off-campus, continuing education, distance education, correspondence education, international, evening, and weekend programs are clearly integrated and incorporated into the policy formation, academic oversight, and evaluation system of the institution (See also 4.5)	3.14	2.3
The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise (See also 6.2)	3.15	1.13
The system of governance makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest	3.16	1.12, 2.25
Through its system of board and internal governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key consideration	3.17	1.12
The institution using contractual arrangements, consortial or other written agreements involving credits and degrees, the delivery of coursework, the assessment of student achievement, or the recruitment or support of students regularly reviews the effectiveness of such arrangements and negotiates appropriate changes. Consistent with Commission policy, the institution maintains sufficient control over the arrangements to ensure quality in the academic program and services for students and prospective students, including the ability to modify the agreements as needed. Written agreements provide for the termination or phasing out of such arrangements as circumstances warrant, and the institution develops appropriate exit strategies as needed (See also 4.36)	3.18	2.13
The institution offers collegiate-level programs consisting of a curriculum of studies that leads to a degree in a recognized field of study and requires at least one year to complete. The institution for which the associate’s degree is the highest awarded offers at least one program in liberal studies or another area of study widely available at the baccalaureate level of regionally accredited colleges and universities	4.1	2.1
The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, competencies, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered	4.2	2.4
Programs leading to degrees or other awards have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning. Coherence is demonstrated through learning goals, structure, and content; policies and procedures for admission, retention, and completion; instructional methods and procedures; and the nature, quality, and extent of student learning and achievement	4.3	2.1
The institution offering multiple academic programs ensures that all programs meet or exceed the basic quality standards of the institution and that there is a reasonable consistency in quality among them. The institution provides sufficient resources to sustain and improve its academic programs	4.4	2.2

NECHE Standards Crosswalk - 2021 to 2026 Numbered Paragraph Mapping

2021 Numbered Paragraph Text	2021 Paragraph #	Corresponding 2026 Paragraph #s
Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered (See also 3.14)	4.5	2.3, 2.13
The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters	4.6	2.10
The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives	4.7	2.2
The institution undertaking substantive changes (e.g., the initiation of degrees at a higher or lower level, off-campus programs, programs that substantially broaden the scope of the academic offerings, distance learning programs, correspondence education programs, competency- and mastery-based programs, contractual relationships involving courses and programs, academic programs overseas) demonstrates its capacity to undertake and sustain such initiatives and to assure that the new academic programming meets the standards of quality of the institution and the Commission’s Standards and policies. In keeping with Commission policy, the institution initiating substantive changes seeks Commission approval prior to implementation. The institution recognizes and takes account of the increased demands on resources made by programs offered at a higher degree level	4.8	2.16
When programs are eliminated or program requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption. In the case of program elimination, the institution prepares a teach-out plan consistent with Commission policy (See also Policy on Teach-out Plans and Teach-out Agreements)	4.9	2.17
Students completing an undergraduate or graduate program demonstrate collegiate-level skills in the English language	4.11	2.8
Each undergraduate program includes a general education requirement and a major or concentration requirement. At the baccalaureate level, curricula include substantial requirements at the advanced undergraduate level, with appropriate prerequisites. The institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives	4.14	2.6
The general education program is coherent and substantive. It reflects the institution’s mission and values and embodies the institution’s definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn	4.16	2.7
The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another	4.17	2.7
The institution ensures that all undergraduate students complete at least the equivalent of 40 semester credits in a bachelor’s degree program, or the equivalent of 20 semester credits in an associate’s degree program in general education	4.18	2.6
Graduate degree programs are designed to give students a mastery of a complex field of study or professional area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements, in relevant official publications, and in the learning outcomes of graduates. Learning objectives reflect the high level of complexity, specialization, and generalization inherent in advanced academic study	4.20	2.9
Graduate programs are not offered unless resources and expectations exceed those required for an undergraduate program in a similar field	4.21	2.9
In accepting undergraduate transfer credit from other institutions, the institution applies policies and procedures that ensure the credit accepted reflects appropriate levels of academic quality and is applicable to the student’s program. The institution’s policies for considering the transfer of credit are publicly available to students and prospective students on its website and in other communications. The information includes the criteria established by the institution regarding the transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements (See also 9.18)	4.29	2.12
The institution protects academic quality and integrity in the acceptance of transfer credit and seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students affected by them	4.30	5.3

NECHE Standards Crosswalk - 2021 to 2026 Numbered Paragraph Mapping

2021 Numbered Paragraph Text	2021 Paragraph #	Corresponding 2026 Paragraph #s
In accepting transfer credit, the institution exercises the responsibility to ensure that students have met its stated learning outcomes of programs at all degree levels. The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity. The acceptance of transfer credit does not substantially diminish the proportion of intermediate and advanced coursework in a student's academic program	4.31	2.12
The institution's degrees and other forms of academic recognition are appropriately named, following practices common to American institutions of higher education in terms of length, content, and level of the programs. The institution ensures that minimum degree requirements are 60 semester credits at the associate's level; 120 semester credits at the baccalaureate level; and 30 semester credits at the master's level. The institution demonstrates restraint in requiring credits above the minimum for undergraduate degrees	4.33	2.5
The institution offering competency-based programs, including through direct assessment, produces a transcript for each student showing the credit equivalencies of the competencies attained, in order to demonstrate the comparability of the program and provide students and graduates with transcripts facilitating evaluation of their achievements by other academic institutions and outside entities. Commission Standards and policies regarding the award of credit guide institutions offering competency-based programs to ensure that such programs are at least equivalent in breadth, depth, and rigor. The institution certifies the attainment of competencies for students who have achieved the stated objectives only at levels at or approaching excellence	4.34	2.14
The institution demonstrates its clear and ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials. These responsibilities include course content, the specification of required competencies, and the delivery of the instructional program; selection, approval, professional development, and evaluation of faculty; admission, registration, and retention of students; evaluation of prior learning; and evaluation of student progress, including the awarding and recording of credit. The institution retains, even with contractual, dual enrollment, or other arrangements, responsibility for the design, content, and delivery of courses for which academic credit or degrees are awarded. The institution awarding a joint, dual, or concurrent degree demonstrates that the program is consistent with Commission policy and that the student learning outcomes meet the institution's own standards and those of the Commission (See also 3.18)	4.36	2.13
Credit for prior experiential or non-collegiate sponsored learning is awarded only with appropriate oversight by faculty and academic administration and is limited to 25% for credentials of 30 credits or fewer. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students	4.39	2.15
Students complete at least one-fourth of their undergraduate credits, including substantial advanced work in the major or concentration, at the institution awarding the degree	4.40	2.11
The institution that advances students through their academic programs through transfer or articulation agreements, dual or concurrent enrollment, prior learning assessment, credit recommendation services, or other extra-institutional arrangements evaluates the effectiveness of such arrangements to ensure student achievement in institutionally offered coursework validates the suitability of the credit awards	4.41	2.12
Consistent with its mission, the institution describes the characteristics of the students it seeks to serve. This description informs recruitment and admissions activities and the academic and other support programs and services available to students (See also 9.18)	5.2	2.23
The institution has an orderly and ethical program of recruitment and admission that complies with the requirements of legislation concerning equality of educational opportunity. Its admission and retention policies and procedures are clear, consistent with its mission and purposes, and available to all students and prospective students in appropriate printed and digital institutional publications. The institution ensures the integrity of its admissions standards and processes through regular evaluation (See also 9.18)	5.3	2.23
Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences	5.4	2.23
The institution ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their educational goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their educational success	5.6	2.23, 4.1

NECHE Standards Crosswalk - 2021 to 2026 Numbered Paragraph Mapping

2021 Numbered Paragraph Text	2021 Paragraph #	Corresponding 2026 Paragraph #s
The institution ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their educational goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their educational success	5.7	2.24
The institution systematically identifies the characteristics and needs of its student population and then makes provision for responding to them. The institution's student services are guided by a philosophy that reflects the institution's mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated (See also 8.4)	5.8	2.24
The institution provides advising and academic support services appropriate to the student body. The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and provide academic and career guidance	5.10	2.22
Through a systematic program, the institution regularly provides students before borrowing with clear and timely information about cost, debt, and repayment (See also 9.23)	5.14	5.2
As appropriate, the institution provides co-curricular activities and supports opportunities for student leadership and participation in campus organizations and governance	5.15	2.25
The institution has identified, published widely, and implemented an appropriate set of clearly stated ethical standards to guide student services. Policies on student rights and responsibilities, including student conduct and grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered	5.18	5.3
There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities include instruction, accessibility to students, and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include, e.g., student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance (See also 3.15)	6.2	2.18, 2.22
The preparation and qualifications of all faculty and academic staff are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, and teaching abilities, as well as relevant professional experience, training, and credentials	6.3	2.19
The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its choosing. Compatible with its mission and purposes, it addresses its own goals for the achievement of diversity, equity, and inclusion among its faculty and academic staff and assesses the effectiveness of its efforts to achieve those goals (See also 9.5). Hiring reflects the effectiveness of this process and results in a variety of academic and professional backgrounds, training, and experience. Each prospective hire is provided with a written agreement that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments	6.5	5.5
Faculty assignments are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities, and service compatible with the mission and purposes of the institution. Faculty assignments and workloads are reappraised periodically and adjusted as institutional conditions change	6.7	2.20
The institution protects and fosters academic freedom for all faculty regardless of rank or term of appointment	6.12	2.21
When instruction, advising, and support for students are carried out by a variety of faculty and academic and other professionals, the institution ensures that personnel in each category have the academic and professional qualifications appropriate to their roles. The governance system ensures that the experiences and data gathered by each group are coordinated, shared, and reviewed collectively for purposes of improving the academic program and services for students	6.13	2.19
The institution's system of academic advising meets student needs for information and advice compatible with its educational objectives. The quality of advising is assured regardless of the location of instruction or the mode of delivery	6.19	2.22
The institution employs sufficient and qualified personnel to fulfill its mission. It addresses its own goals for the achievement of diversity, equity, and inclusion among its personnel and assesses the effectiveness of its efforts to achieve those goals (7.1). (See also 9.5)	7.1	3.7
Human resources policies are readily available, consistently applied, and periodically reviewed. Policies provide for the fair redress of grievances	7.2	3.8
The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances	7.4	3.3, 3.5
The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support	7.5	3.1, 3.3

NECHE Standards Crosswalk - 2021 to 2026 Numbered Paragraph Mapping

2021 Numbered Paragraph Text	2021 Paragraph #	Corresponding 2026 Paragraph #s
The institution’s multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students	7.6	3.1, 3.2
The institution ensures that it has sufficient professionally qualified finance staff, led by a chief financial officer whose primary responsibility to the institution is reflected in the organizational chart	7.11	3.4
The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting to internal and external constituency groups, providing a basis for sound financial decision-making	7.12	3.5
The institution’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit	7.14	3.2, 3.5
The institution prepares financial statements in accordance with accounting principles generally accepted in the U.S. The annual audit is prepared by an auditor external to the institution in accord with generally accepted auditing standards adopted by the American Institute of Certified Public Accountants. Board policies and institutional practices ensure the independence and objectivity of the auditor and the appropriate consideration of the audit by the governing board. For institutions whose financial statements are included and audited as part of a larger system or corporation, the system or corporation financial statements separately disclose financial information for each component institution to support a determination regarding the sufficiency and stability of the institution’s financial resources. In all cases, the audit and management letter are appropriately reviewed by the institution’s administration and governing board who take appropriate action on resulting recommendations or conclusions	7.17	3.6
All fiscal policies, including those related to budgeting, investments, insurance, risk management, contracts and grants, internal transfers and borrowing, fundraising, and other institutional advancement and development activities, are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices	7.19	3.4
The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes wherever and however its academic programs are offered. It devotes sufficient resources to maintain and enhance its information, physical, and technological resources (See also 4.10)	7.21	3.10
The institution provides access to library and information resources, services, facilities, and qualified staff sufficient to support its teaching and learning environments and its research and public service mission as appropriate	7.22	3.9
Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns	7.23	3.11
The institution demonstrates the effectiveness of its policies and procedures in ensuring the reliability of its technology systems, the integrity and security of data, and the privacy of individuals. The institution establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources. It has disaster and business continuity plans and recovery policies and procedures that are regularly evaluated and updated	7.25	3.12
The institution effectively uses information technology to ensure its efficient ability to plan, administer, and evaluate its program and services	7.26	3.12
The institution enrolling multiple student bodies, by degree level, location, modality, or other variables, develops and uses the data, evidence, and information below for each student body	8.1	4.1
The institution provides clear public statements about what students are expected to gain from their education, academically and, as appropriate to the institution’s mission, along other dimensions (e.g., civic engagement, religious formation, global awareness). Goals for students’ education reflect the institution’s mission, the level and range of degrees and certificates offered, and the general expectations of the larger academic community	8.2	1.2, 4.1
Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution’s academic and institutional leadership and the systematic involvement of faculty and appropriate staff	8.3	4.1
The institution with stated goals for students’ co-curricular learning systematically assesses their achievement (See also 5.8, 5.20)	8.4	4.2
The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons	8.5	4.2
The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment. The institution ensures that information about student success is easily accessible on its website (See also 2.2, 5.6, 9.22)	8.6	4.1, 4.5

NECHE Standards Crosswalk - 2021 to 2026 Numbered Paragraph Mapping

2021 Numbered Paragraph Text	2021 Paragraph #	Corresponding 2026 Paragraph #s
The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (See also 2.2, 9.22)	8.7	4.2, 4.5
The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the curriculum and learning opportunities and results for students	8.8	4.3, 4.4
The institution devotes appropriate attention to ensuring that its methods of understanding student learning and student success are valid and useful to improve programs and services for students and to inform the public	8.9	4.2
The institution integrates the findings of its assessment process and measures of student success into its institutional and program evaluation activities and uses the findings to inform its planning and resource allocation and to establish claims the institution makes to students and prospective students (See also 9.22)	8.10	4.4
The institution expects that members of its community, including the board, administration, faculty, staff, and students, will act responsibly, ethically, and with integrity; and it systematically supports the pursuit thereof. Institutional leadership fosters an atmosphere where issues of integrity can be openly considered, and members of the institutional community understand and assume their responsibilities in the pursuit of integrity. The pursuit of institutional integrity is strengthened through the application of findings from periodic and episodic assessments of the policies and conditions that support the achievement of these aims among members of the institutional community	9.1	5.1
Truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies. Adequate provision is made to ensure academic honesty. Appropriate policies and procedures are in effect and periodically reviewed for matters including intellectual property rights, the avoidance of conflict of interest, privacy rights, and fairness in dealing with students, faculty, and staff. The institution's educational policies and procedures are equitably applied to all its students	9.2	5.1
The institution observes the spirit as well as the letter of applicable legal requirements. It has a charter and/or other formal authority from the appropriate governmental agency authorizing it to grant all degrees it awards; it has the necessary operating authority for each jurisdiction in which it conducts activities; and it operates within this authority	9.4	5.5
The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an inclusive atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds (See also 5.12, 6.5, 7.1)	9.5	5.5
The institution manages its academic, research and service programs, administrative operations, responsibilities to students, and interactions with prospective students with honesty and integrity	9.6	5.1
In its relationships with the Commission, the institution demonstrates honesty and integrity, and it complies with the Commission's Standards, policies, Requirements of Affiliation, and requests. It notifies the Commission regarding adverse events and circumstances	9.9	5.4
The information published by the institution on its website is readily accessible and sufficient to allow students and prospective students to make informed decisions about their education. The institution's public website includes the information specified elsewhere in this Standard (9.17-9.25)	9.11	5.2
The institution publishes its mission, objectives, and expected educational outcomes; its status as a public or independent institution; if independent, its status as a not-for-profit or for-profit institution; any religious affiliation; requirements and procedures and policies related to admissions and the transfer of credit; a list of institutions with which it has articulation agreements; student fees, charges and refund policies; rules and regulations for student conduct; procedures for student appeals and complaints; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; academic policies and procedures; and the requirements for degrees or other forms of academic recognition (See also 4.29, 5.2, 5.3)	9.18	5.3
The institution publishes statements of its goals for students' education and makes available to the public timely, readily accessible, accurate, and consistent aggregate information about student achievement and institutional performance. Information on student success includes rates of retention and graduation and other measures of student success appropriate to institutional mission. If applicable, recent information on passage rates for licensure examinations is also published (See also 8.6, 8.7, 8.10)	9.22	4.1, 5.2
The institution publishes information about the total cost of education and net price, including the availability of financial aid and the typical length of study. The expected amount of student debt upon graduation and the institution's cohort default and loan repayment rates are published to help students and prospective students make informed decisions (See also 5.14)	9.23	5.2
The institution's statements about its current accredited status are accurately and explicitly worded. An institution placed on probation by the Commission discloses this status in all print and digital publications in which the institution's accreditation is mentioned	9.25	5.3