

Biennial Evaluation Report

Instructions

After the team reaches a consensus, the team chair completes this form to summarize and document the team’s view. Notes and evidence should be essential and concise. The team chair should also complete the [Assumed Practices](https://download.hlcommission.org/peer-review/AssumedPracticesWorksheet_FRM.docx) and [Eligibility Requirements](https://download.hlcommission.org/peer-review/EligibilityReqWorksheet_FRM.docx) worksheets.

Submit the completed draft report and worksheets to the institution’s HLC staff liaison. When the report and worksheets are final, submit them as a single PDF file at [hlcommission.org/upload](https://www.hlcommission.org/upload). Select “Final Reports” from the list of submission options to ensure they are sent to the correct HLC staff member.

Institution:

City, State:

Visit Date: MM/DD/YYYY

**Names of Peer Reviewers** (List the names, titles and affiliations of each peer reviewer. The team chair should note that designation in parenthesis.)

## Part A. Context and Nature of Evaluation

1. **Purpose of Evaluation**Include a statement such as the example below that indicates the primary purpose of the evaluation. You should reflect all the elements in the visit description.

*Example: The team conducted a biennial evaluation to determine the extent of the institution’s progress toward fully complying with HLC’s Criteria for Accreditation and Core Components, as well as to confirm its continuing compliance with the Eligibility Requirements and Assumed Practices in light of ongoing updates. In particular, the biennial evaluation included a review of the institution’s governance structures, as this was a concern indicated by the team that conducted the comprehensive evaluation for Candidacy.*
2. **Accreditation** **Status**
3. **Organizational Context**
4. **Unique Aspects of Visit**
5. **Interactions With** **Organizational** **Constituencies**
6. **Principal Documents, Materials and Webpages Reviewed**

## Part B. Consultation of Team

**Observations of Team Regarding the Criteria for Accreditation and Core Components**For each Criterion and Core Component , the team should indicate if the institution maintained or improved its ability to meet the Criterion or Core Component, needs to pay particular attention to meeting the Criterion or Core Component, or has made insufficient progress toward meeting the Criterion or Core Component. The team should then provide a summary statement of its findings, listed by Core Component.

1. **Criterion 1: Mission.** The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 1.A.** The institution’s mission is articulated publicly and operationalized throughout the institution.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 1.B.** The institution’s mission demonstrates commitment to the public good.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 1.C.** The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

**Summary Statement of Findings** (listed by Core Component)

1. **Criterion 2: Integrity: Ethical and Responsible Conduct.** The institution acts with integrity; its conduct is ethical and responsible.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 2.A.** The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 2.B.** The institution presents itself clearly and completely to its students and to the public.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 2.C.** The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution’s integrity.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 2.D.** The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 2.E.** The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

**Summary Statement of Findings** (listed by Core Component)

1. **Criterion 3:** **Teaching and Learning: Quality, Resources and Support.** The institution provides quality education, wherever and however its offerings are delivered.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 3.A.** The rigor of the institution’s academic offerings is appropriate to higher education.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 3.B.** The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 3.D.** The institution provides support for student learning and resources for effective teaching.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

**Summary Statement of Findings** (listed by Core Component)

1. **Criterion 4:** **Teaching and Learning: Evaluation and Improvement.** The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 4.A.** The institution ensures the quality of its educational offerings.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 4.C.** The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

**Summary Statement of Findings** (listed by Core Component)

1. **Criterion 5: Institutional Effectiveness, Resources and Planning.** The institution’s resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 5.A.** Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 5.B.** The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

1. **Core Component 5.C.** The institution engages in systematic and integrated planning and improvement.

[ ]  Maintained or improved ability to meet

[ ]  Needs organization attention

[ ] Insufficient progress toward meeting

**Summary Statement of Findings** (listed by Core Component)

**Advice on Continued Progress**

Provide suggestions for continued progress toward meeting the Criteria and Core Components.

**Assumed Practices and Eligibility Requirements Worksheets**

The team must also complete the [Assumed Practices](https://download.hlcommission.org/peer-review/AssumedPracticesWorksheet_FRM.docx) and [Eligibility Requirements](https://download.hlcommission.org/peer-review/EligibilityReqWorksheet_FRM.docx) worksheets as part of its review. The worksheets should be submitted along with the draft and final team report.

## Part C. Team Recommendation

In recommending whether an institution should continue Candidacy, the team should consider whether the institution is making sufficient progress toward fulfilling the requirements of Initial Accreditation. Sufficient progress means the team concluded that the institution continues to meet the Eligibility Requirements and Assumed Practices and is likely to meet all Criteria and Core Components by the end of the Candidacy period.

**Recommendation:**

[ ]  Continue Candidacy

[ ]  Withdraw Candidacy

**Rationale:**