

# Change Panel Report

Substantive Change Recommendation Form

After the panel reaches consensus, the panel chair completes this form to summarize and document the panel’s view. Notes and evidence should be essential and concise—one or two bullets, 50 words maximum.

Upload the completed report to the case files on the Change Panel HLC Portal site, along with any additional materials requested during the panel review. Submit the report as a Word document and the additional materials as a single PDF file.

Institution:       City, State:       Date report submitted:

Change requested:

## Part A: Analysis

1. Classification of Change(s)

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

1. Special Conditions

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

1. Required Approvals

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

1. For applications regarding contractual or consortial arrangements, complete the questions below and 4a-c. Otherwise, continue to question 5.

[ ]  Contractual [ ]  Consortial [ ]  Not applicable (Skip 4a–4c)

Check all that apply:

[ ]  On-ground delivery [ ]  Distance education [ ]  Correspondence education

[ ]  Off-campus delivery [ ]  Other:

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

4a. Key Services Provided by Partner

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

4b. Level of Programming and Enrollment Affected

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

4c. Overall Proportion of Affected Programs Provided by Partner

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

1. For applications regarding competency-based education (CBE) programs, complete 5a–5e. Otherwise, continue to question 6, Essential Elements. CBE programs include direct assessment, credit-based CBE and hybrid programs, for which competencies alone are used to evaluate student achievement and progress toward a degree or certificate.

5a. The degree or certificate program is consistent with college-level work and rigor, establishing academic outcomes and competency statements comparable to similar programs offered by the institution:

[ ]  Acceptable

[ ]  Not acceptable

Evidence:

5b. The institution has submitted with its application a current credit hour worksheet OR has on file a recent (within the past three years) credit hour worksheet, which it has used to determine credit-hour equivalency for any program involving direct assessment:

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

5c. The institution has determined that “sufficient educational activity” takes place in the CBE program and is consistent with the federal definition of the credit hour or is applied to the credit-hour equivalency used by the program (i.e., educational activity that reasonably approximates not less than one hour of classroom instruction and two hours of out-of-class work each week during a typical academic semester):

[ ]  Complete

[ ]  Incomplete

Notes or additions if marked incomplete:

5d. The program includes policies and procedures for meeting the federal requirement that “regular and substantive” interaction takes place between students and instructors:

[ ]  Acceptable

[ ]  Not acceptable

[ ]  Not applicable; note that if this program is a correspondence program, the institution is also required to complete a separate Distance Delivery substantive change application.

Evidence:

5e. The institution has made a reasonable determination of what is expected of enrolled students regarding the normal time to complete the CBE program (typically expressed as “satisfactory academic progress”) and uses that determination to report student progress:

[ ]  Acceptable

[ ]  Not acceptable

Evidence:

1. **Essential Elements**. The categories below relate to the evidence expected across subsections of Part 2 of the change application.

6a. Planning and design of the proposed change, including preparation for and fit of the proposed change to the institution

[ ]  Acceptable

[ ]  Not acceptable

Evidence:

6b. Capacity for the proposed change, including resources and commitment of the institution. Provide an evaluation of the sufficiency, qualifications and experience of the faculty teaching the discipline and at the level of the proposed change.

[ ]  Acceptable

[ ]  Not acceptable

Evidence:

6c. Services and support for the proposed change

[ ]  Acceptable

[ ]  Not acceptable

Evidence:

6d. Evaluation, assessment and improvement processes for the proposed change

[ ]  Acceptable

[ ]  Not acceptable

Evidence:

6e. Quality and integrity of the proposed change, including potential positive or negative effects

[ ]  Acceptable

[ ]  Not acceptable

Evidence:

## Part B: Recommendation and Rationale

Recommendation:

[ ]  Approve request

[ ]  Approve modified request

[ ]  Deny request

***Note:*** *In the exceptional circumstance that the panel determines that a decision requires information only available through an on-site visit, check here: [ ]

Explain the determination in the rationale section below and submit the form without completing the other sections. HLC staff will review the recommendation of an on-site visit for appropriateness and for consistency with HLC practice and may contact the panel.*

**Rationale for the panel’s recommendation to approve (100 words maximum):** If the recommendation is a modification of the institution’s request, make clear how the panel modified the original request.

**Rationale for the panel’s recommendation to deny:** If recommending denial of the request, explain what was inadequate.

**Clarification of Information:** If applicable, identify the dates and topics of any requests for clarification or communication with the institution and the results. Copy and paste that communication and any materials received at the end of this report, or upload them as a single PDF file to the case files on the Change Panel HLC Portal site.

**Stipulations or limitations on future accreditation relationships:** If recommending a change in the institution's level for review of future changes (locations, programs, delivery, etc.), state both the old and new level and provide a brief rationale for the recommended change. Check the Institutional Status and Requirement (ISR) report for the current wording.

**Monitoring:** In limited circumstances, the panel may call for a follow-up interim report. (Note that some types of substantive changes have built-in follow-up reviews; for example, the Campus Evaluation Visit.) If the panel concurs that a report is necessary, indicate the topic, timeline and expectations for that monitoring.