

**FINAL OFFER OF DEPARTMENT OF EDUCATION
PROPOSED REGULATIONS DEALING WITH STANDARDS RELATED TO
STUDENT ACHIEVEMENT**

Section 602.16 Accreditation and preaccreditation standards.

(a) The agency must demonstrate that it has standards for accreditation and, if offered, preaccreditation that are sufficiently rigorous to ensure that the agency is a reliable authority regarding the quality of the education or training provided by the institutions or programs it accredits. The agency meets this requirement if—

(1) The agency's accreditation standards effectively address the quality of the institution or program in the following areas:

(i) Success with respect to student achievement in relation to the institution's missions, which may include different standards for different types of institutions or programs. Standards satisfying this criterion must include expected levels of performance that are either established by the agency, or established by the institution or program under subparagraphs (A) and (B). In addition—

(A) If the agency does not establish the expected levels of performance with respect to student achievement, the institution or program, at the institution or program level respectively, must—

(1) Specify its goals for student achievement;

(2) Establish the expected level of performance; and

(3) Demonstrate its performance against those expected levels of performance using quantitative and qualitative evidence, including, as appropriate, external indicators.

(B) For prebaccalaureate vocational programs and degree programs leading to initial professional licensure or certification, expected levels of performance must include completion rates, job placement rates, and, as applicable, pass rates on State licensing examinations or other appropriate measures of occupational competency.

(C) Every agency must demonstrate that its standards and processes allow it to evaluate whether the evidence provided by the institution or program shows that the institution's or program's performance is acceptable. In any instance when the institution or program establishes the expected levels of performance, the agency must also demonstrate that its standards and processes allow it to evaluate the institution's or programs' expected levels of performance. The

agency will take into account the institution's or program's use of other externally-set performance measures or criteria.

(D) Institutional accreditors will consider information provided by the institution about program level performance either in the aggregate, or at both the program level and in the aggregate, in making the institutional accreditation decision.