



Statement on the Use of Artificial Intelligence (AI) to Advance Learning Evaluation and Recognition: Executive Summary

2025

————— Council of —————
Regional Accrediting Commissions

Who Are We?

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The Council of Regional Accrediting Commissions (C-RAC) includes seven federally-recognized accrediting commissions that are responsible for accrediting approximately 3,000 postsecondary, degree-granting colleges and universities in the United States, as well as internationally. Accrediting commissions are private, nonprofit organizations. The commissions and visiting teams at the heart of the accrediting enterprise are made up of volunteers, and at least one of every seven commissioners is a representative of the public.

For more than 100 years, accreditation has served U.S. higher education through external review to assure quality and spur improvement. Accreditors, together with the federal government and states, form a triad charged with shared accountability for ensuring that students attending these institutions benefit from quality educational opportunities. The public can feel confident that the colleges and universities accredited by C-RAC members are held accountable for student outcomes, responsible governance, and continuous improvement.



Statement

The Council of Regional Accrediting Commissions (C-RAC) and its members believe that “Accreditation is one of the most powerful levers available for influencing change and assuring value in higher education.”² In short, innovating to advance student success is a central tenet of accreditation expectations.

Advances in Artificial Intelligence (AI) are occurring at an unprecedented rate, and those advances offer exciting opportunities for improving institutional quality and student success when implemented well and with appropriate safeguards in place.

Learning evaluation, also known as credit evaluation, is the process of determining whether a student will receive credit for their prior learning, inclusive of a variety of learning experiences such as dual enrollment in high school, military experience, work-based learning, and courses at institutions of higher education. Learning evaluation is a highly decentralized and inconsistent process. Even within single institutions, it often looks different right down to the department level. It is also a time-consuming process that represents a burden on institutional representatives and resources. Unfortunately, current approaches frequently result in delays in students receiving necessary information about how their credits will transfer, the need to retake courses, and other negative consequences for students.³ Technological advances, such as AI, can help institutions improve this process.



AI and other new technology innovations offer exciting opportunities to:

- Reduce credit loss for students by analyzing existing course equivalencies and identifying new or expanded matches so more classes count toward degree completion;
- Provide students with critical information about degree-applicable credit in a timely manner;
- Reduce the administrative burden of learning evaluation; and
- Free up faculty and staff time to focus on teaching, mentoring, and guidance rather than paperwork.

In combination with considering technological advances such as AI for learning evaluation, institutions should commit to a default that credits are applied to program completion **unless there is evidence** that the required learning outcomes are not met. Decision-making should not be based upon anecdotes, assumptions about quality, locations where earned, or an unexamined history of “how things have always been done.”

In that spirit, during the evaluation of courses and other learning experiences to either establish equivalencies or grant students credit, institutional representatives should ask themselves the following questions:

- Are learning outcomes well-enough aligned that a student—if supported well—could be successful?
- Is there evidence that a course or learning experience would not holistically contribute to a student being academically prepared for transfer?
- What evidence is presented that a student’s performance after transfer would truly be undermined?



Put simply, the use of AI in learning evaluation does not conflict with accreditation standards, policies, or practices.

Accreditation is never a reason to not implement technology solutions that leverage AI for learning evaluation. Since innovating to advance student success is a central tenet of accreditation expectations, C-RAC supports the exploration and application of transparent, accountable, and unbiased AI solutions within the practice of learning evaluation and credit transfer.

View the full statement at [c-rac.org/blog](https://www.c-rac.org/blog).



Notes

1. C-RAC's members are: Accrediting Commission for Community and Junior Colleges (ACCJC); Higher Learning Commission (HLC); Middle States Commission on Higher Education (MSCHE); New England Commission of Higher Education (NECHE); Northwest Commission on Colleges and Universities (NWCCU); Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); WASC Senior College and University Commission (WSCUC).
2. Council of Regional Accrediting Commissions (C-RAC). Home Page. <https://www.c-rac.org/>
3. Sophia Sutcliffe, Marjorie Dorimé-Williams, Gianna Perri, Cyrette Saunier, and Jordan Ozley. (June 2025.) How Faculty Members Influence Credit Transfer at Four-Year Institutions: Building Knowledge to Improve Transfer Student Outcomes. MDRC. https://www.mdrc.org/sites/default/files/CTFR_Report.pdf; Wendy Kilgore. (2024.) Transforming Traditional-Credit Evaluation: Developing a Learner-Centric Approach. AACRAO and Sova, in partnership with Beyond Transfer, for the LEARN Commission. https://www.aacrao.org/docs/default-source/signature-initiative-docs/learning-mobility/learn-commission/traditional-credit-eval-green-paper-final-8-21-2024.pdf?sfvrsn=8380ba1a_1; Sophia Sutcliffe and Barbara Condliffe. (2020.) Infographic: Mapping the College Transfer Process: Barriers to Student Success and Opportunities for Improvement. MDRC. <https://www.mdrc.org/work/publications/mapping-college-transfer-process>.