

Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
1. Clearly defined mission and goals	1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for institutional property rights.	1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.	1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:	1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;
a. Mission and goals are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;	2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:	a. Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;	2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:	2. Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	2. A legally constituted governing body that:
b. Mission and goals address external as well as internal contexts and constituencies;	3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. In institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	a. Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;	b. A process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;	a. Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;	3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and unit's strategic plans/objectives;	a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
c. Mission and goals are approved and supported by the governing body;	4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	b. Qualified for the positions they hold and the work they do;	c. Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;	b. Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;	4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	b. Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
d. Mission and goals guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the evaluation of institutional and educational outcomes;	5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	c. Sufficient in number;	d. Processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;	c. Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;	5. Well-defined decision-making processes and clear assignment of responsibility and accountability;	c. Ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;
e. Mission and goals include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;	6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	d. Provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;	2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;	3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:	6. Comprehensive planning for facilities, infrastructure, and technology that include consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	d. Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management.
f. Mission and goals are published and widely known by the institution's internal stakeholders;	7. As appropriate to its mission, services or programs in place:	e. Reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;	3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	a. Assisting students in improving their learning;	7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	e. Prepares a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
g. Mission and goals are periodically evaluated;	a. Services or programs promote affordability and accessibility;	f. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;	4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;	b. Improving pedagogy and curriculum;	8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	f. Appoints and regularly evaluates the performance of the Chief Executive Officer;
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission;	b. Services or programs enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	g. A sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and	c. Reviewing and revising academic programs and support services;	9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	g. Is informed in all its operations by principles of good practice in board governance;
3. Goals that focus on student learning and related outcomes and so institutional improvement, are supported by administrative, educational, and student support programs and services, and are consistent with institutional mission, and	8. Compliance with all applicable federal, state, and Congressional reporting policies, regulations, and requirements to include reporting regarding:	h. All institutions that offer undergraduate education, a general education program, live standing or integrated into academic disciplines, that:	6. Periodic assessment of the effectiveness of programs supporting the student experience.	d. Planning, conducting, and supporting a range of professional development activities;		h. Establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest.
4. Periodic assessment of mission and goals to ensure they are relevant and achievable.	a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;	a. Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensibility, and preparing them to make well-reasoned judgments outside as well as within their academic field;		e. Planning and budgeting for the provision of academic programs and services;		i. Supports the Chief Executive Officer in maintaining the autonomy of the institution;
	b. The institution's compliance with the Commission's Requirements of Affiliation;	b. Offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and		f. Informing appropriate constituents about the institution and its programs;		4. A Chief Executive Officer who:
	c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;	c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;		g. Improving key indicators of student success, such as retention, graduation, transfer, and placement rates;		a. Is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
	d. The institution's compliance with the Commission's policies	d. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;		h. Implementing other processes and procedures designed to improve educational programs and services;		b. Has appropriate credentials and professional experience consistent with the mission of the organization;
	5. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and			c. Has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;
		8. Periodic assessment of the effectiveness of programs providing student learning opportunities.	5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.			d. Has the assistance of qualified administration, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;
						5. An administration possessing or demonstrating:
						a. An organizational structure that is clearly documented and that clearly defines reporting relationships;
						b. An appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;
						c. Members with credentials and professional experience consistent with the mission of the organization and their functional roles;
						d. Skills, time, assistance, technology, and information systems expertise required to perform their duties;
						e. Regular engagement with faculty and students in advancing the institution's goals and objectives;
						f. Systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and
						6. Periodic assessment of the effectiveness of governance, leadership, and administration.