

**Mapping the New Standards to the Old Standards (DRAFT – 8/06/07)**

New Standards	Old Standards
<p><b>Standard I: Institutional Mission and Effectiveness</b> - The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.</p>	<p><b>STANDARD ONE: INSTITUTIONAL MISSION</b> - The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.</p> <p><b>STANDARD THREE: INSTITUTIONAL EFFECTIVENESS</b> - The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.</p>
<p><b>Standard II: Student Learning Programs and Services:</b> The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.</p>	<p><b>STANDARD FOUR: EDUCATIONAL PROGRAMS</b> - The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.</p> <p><b>STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT</b> - The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.</p> <p><b>STANDARD SIX: INFORMATION AND LEARNING RESOURCES</b> - Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.</p>
<p><b>Standard III: Resources:</b> The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.</p>	<p><b>STANDARD SIX: INFORMATION AND LEARNING RESOURCES</b> - Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources</p>

	<p>may be used effectively and efficiently.</p> <p><b>STANDARD SEVEN: FACULTY AND STAFF -</b> The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.</p> <p><b>STANDARD EIGHT: PHYSICAL RESOURCES -</b> The institution has sufficient and appropriate physical resources to support its purposes and goals.</p> <p><b>STANDARD NINE: FINANCIAL RESOURCES -</b> The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.</p>
<p><b>Standard IV: Leadership and Governance:</b> The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.</p>	<p><b>STANDARD TWO: INSTITUTIONAL INTEGRITY -</b> The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.</p> <p><b>STANDARD TEN: GOVERNANCE AND ADMINISTRATION -</b> The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.</p>