

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
1	<b>Mission.</b> The institution’s mission is clear and articulated publicly; it guides the institution’s operations.				<b>1.1 aligns with HLC 1</b>
1A	The institution’s mission is broadly understood within the institution and guides its operations.  1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.  2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.  3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)				6.5 aligns with HLC 1A
1B	The mission is articulated publicly.  1. The institution clearly articulates its mission through one or more <u>public</u> documents, such as statements of purpose, vision, values, <u>goals</u> , plans, or institutional priorities.  2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction,	A5a (aligns with HLC 1B)			1.4 aligns with HLC 1B2 and 1B3  6.5 aligns with HLC 1B1

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>scholarship, research, application of research, creative works, clinical service, <u>public</u> service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>				
1C	<p>The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>			ESP aligns with HLC 1C	
1D	<p>The institution’s mission demonstrates commitment to the <u>public</u> good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the <u>public</u>, not solely the institution, and thus entails a <u>public</u> obligation.</p> <p>2. The institution’s educational responsibilities take primacy over other</p>	<p>A10 (aligns with HLC 1D)</p> <p>A5h (aligns with HLC</p>			

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>1D2) A8 (aligns with HLC 1D2)</p>			
2	<p><b>Integrity: Ethical and Responsible Conduct.</b> The institution acts with integrity; its conduct is ethical and responsible.</p>	<p><b>A. Integrity: Ethical and Responsible Conduct.</b> A12 (aligns with HLC 2)</p>	<p>19 (Default Rates) aligns w/HLC 2A</p>		
2A	<p>The institution operates with integrity in its financial, academic, personnel, and <u>auxiliary</u> functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, <u>faculty</u>, and staff.</p>	<p>D1 + D2 (aligns HLC 2A) A8 (aligns with HLC 2A) A10 (aligns with HLC 2A) A12 (aligns with HLC 2A)  D1 (aligns with HLC 2A) D5 (aligns with HLC 2A)</p>	<p>19 (Default Rates) aligns w/HLC 2A (Integrity)</p>		<p>4.5 relates to HLC 2A</p>
2B	<p>The institution presents itself clearly and completely to its students and to the <u>public</u> with regard to its programs, requirements, <u>faculty</u> and staff, costs to students, <u>control</u>, and accreditation relationships.</p>	<p>A5b (aligns with HLC 2B) A5e (aligns with HLC 2B) A7 a + b (aligns with HLC 2B)</p>	<p>25-27 (Rq'd Info-Students &amp; Public) aligns w/HLC 2B 28-31 (Advert/Recruit &amp; other</p>		<p>1.5 aligns with HLC 2B  7.9 aligns with HLC 2B</p>

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
		B2a (aligns with HLC 2B)	Public Info) align w/HLC 2B 39-40 (Standing w/state & other accred. Agencies) align w/ HLC 2B		7.10 aligns with HLC 2B
2C	<p>The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.</p> <ol style="list-style-type: none"> <li>1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.</li> <li>2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.</li> <li>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</li> <li>4. The governing board delegates day-to-day management of the institution to the administration and expects the <u>faculty</u> to oversee academic matters.</li> </ol>	<p>A9 (aligns with HLC 2C1)</p> <p>A2 (aligns with HLC 2C2)</p> <p>A1 (aligns with HLC 2C3)</p> <p>A9 (aligns with HLC 2C3)</p>			
2D	The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.				

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
2E	<p>The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its <u>faculty</u>, students, and staff.</p> <ol style="list-style-type: none"> <li>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its <u>faculty</u>, staff, and students.</li> <li>2. Students are offered guidance in the ethical use of information resources.</li> <li>3. The institution has and enforces policies on academic honesty and integrity.</li> </ol>				<p>9.1 and 9.2 aligns with HLC 2E3</p> <p>9.3 aligns with HLC 2E2 and 2E3</p>
3	<p><b>Teaching and Learning: Quality, Resources, and Support.</b> The institution provides high quality education, <u>wherever and however its offerings are delivered.</u></p>	<p><b>B. Teaching and Learning: Quality, Resources, and Support</b></p>	<p>22 (Satisfactory Acad. Prog. &amp; Attend. Policies) aligns w/ HLC 3A</p>		
3A	<p>The institution’s degree programs are appropriate to higher education.</p> <ol style="list-style-type: none"> <li>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</li> <li>2. The institution articulates and differentiates learning <u>goals</u> for its undergraduate, graduate, post-</li> </ol>	<p>B1a (aligns with HLC 3A1)</p> <p>B1a (aligns with HLC 3A2)</p>	<p>22 (Satisfactory Acad. Prog. &amp; Attend. Policies) aligns w/ HLC 3A</p>	<p>ESP aligns with HLC 3A</p>	<p>4.3 aligns with HLC 3A1 and 3A2</p> <p>1.2 aligns with HLC 3A3</p> <p>3.3 aligns with HLC 3A3</p>

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>baccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution’s program quality and learning <u>goals</u> are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as <u>dual credit</u>, through contractual or consortial arrangements, or any other modality).</p>				<p>3.5 aligns with HLC 3A3</p> <p>4.2 aligns with HLC 3A3</p>
3B	<p>The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning <u>outcomes</u> of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes</p>	B1h (aligns with HLC 3B1 + 3B2)		ESP aligns with HLC 3B1 and 3B2	5.7 aligns with HLC 3B5

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The <u>faculty</u> and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.</p>				
3C	<p>The institution has the <u>faculty</u> and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of <u>faculty</u> members to carry out both the classroom and the non-classroom roles of <u>faculty</u>, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for</p>	<p>B1b (aligns with HLC 3C + 3C1 + 3C2)</p> <p>A5g (aligns with HLC 3C1 + 2)</p> <p>B1c (aligns with HLC 3C1 + 3C2)</p>		TLC aligns with HLC 3C2 and 3C4	<p>2.1 aligns with HLC 3C1</p> <p>3.1 aligns with HLC 3C1</p> <p>4.1 aligns with HLC 3C4</p>

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>instructional staff; involvement in <a href="#">assessment</a> of student learning.</p> <p>2. All <a href="#">instructors</a> are appropriately qualified, including those in <a href="#">dual credit</a>, contractual, and consortial programs.</p> <p>3. <a href="#">Instructors</a> are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that <a href="#">instructors</a> are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. <a href="#">Instructors</a> are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>B2ca (aligns with HLC 3C1)</p> <p>B2a (aligns with HLC 3C2)</p> <p>B2b (N/A PhD; MA aligns with HLC 3C2)</p> <p>B2b (N/A PhD; MA aligns with HLC 3C4)</p> <p>B3a (aligns loosely with HLC 3C6)</p>			<p>4.4 relates to HLC 3C1</p> <p>4.7 aligns with HLC 3C5</p> <p>5.2 aligns with HLC 3C3</p> <p>6.6 aligns with HLC 3C3</p> <p>5.3 aligns with HLC 3C1</p> <p>7.8 aligns with HLC 3C3</p> <p>5.4 aligns with HLC 3C6</p> <p>9.4 aligns with HLC 3C4</p> <p>6.1 aligns with HLC 3C</p> <p>6.2 aligns with HLC 3C4</p> <p>6.3 aligns with HLC 3C4</p>



	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
					6.4 aligns with HLC 3C4
3.D.	<p>The institution provides support for student learning and effective teaching.</p> <ol style="list-style-type: none"> <li>1. The institution provides student support services suited to the needs of its student populations.</li> <li>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</li> <li>3. The institution provides academic advising suited to its programs and the needs of its students.</li> <li>4. The institution provides to students and <u>instructors</u> the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).</li> <li>5. The institution provides to students guidance in the effective use of research and information resources.</li> </ol>	C3 (aligns with HLC 3D4)		<p>Student Services and Academic Affairs Collaborations aligns with HLC 3D1</p>	<p>4.8 aligns with HLC 3D4</p> <p>5.5 aligns with HLC 3D4</p> <p>6.3 aligns with HLC 3D4</p> <p>6.4 aligns with HLC 3D4</p> <p>7.1 aligns with HLC 3D1 and 3D3</p> <p>7.2 aligns with HLC 3D1</p> <p>7.3 aligns with HLC 3D1 and 3D3</p> <p>7.4 aligns with HLC 3D1</p> <p>7.5 aligns with HLC 3D4</p> <p>7.7 aligns with HLC 3D4</p>

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
					8.2 aligns with HLC 3D4
3E	<p>The institution fulfills the claims it makes for an enriched educational environment.</p> <ol style="list-style-type: none"> <li>1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.</li> <li>2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</li> </ol>				
4	<p><b>Teaching and Learning: <u>Evaluation and Improvement</u>.</b> The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.</p>	<p><b>C. Teaching and Learning: Evaluation and Improvement</b></p>	<p>32-35 (Review or Student Outcome Data) align w/HLC 4A, 4B, 4C</p>		
4A	<p>The institution demonstrates responsibility for the quality of its educational programs.</p> <ol style="list-style-type: none"> <li>1. The institution maintains a practice of regular program reviews.</li> </ol>	<p>C2 (aligns with HLC 4A2 and 4A3)</p>	<p>4-7 (Institutional Records of Student Complaints) align w/HLC 4A</p>	<p>ESP aligns with HLC 4A, including HLC 4A2</p>	<p>1.3 aligns with HLC 4A4</p>

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and <u>faculty</u> qualifications for all its programs, including <u>dual credit</u> programs. It assures that its <u>dual credit</u> courses or programs for high school students are equivalent in learning <u>outcomes</u> and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate</p>	<p>B1f (aligns with HLC 4A2 + 4A3)</p> <p>B1g (aligns with HLC 4A2)</p> <p>B3b (aligns with HLC 4A2)</p> <p>A5d (aligns with 4A3)</p> <p>C1 (aligns with HLC 4A4)</p> <p>C5 (aligns with HLC 4A4)</p> <p>A5b (aligns with HLC 4A4)</p> <p>B1e (aligns with HLC 4A4)</p> <p>B2a (aligns with HLC 4A4)</p> <p>B2ca (aligns with HLC 4A4)</p>	<p>32-35 (Review or Student Outcome Data) align w/HLC 4A</p>		<p>3.2 aligns with HLC 4A4</p> <p>9.1 aligns with HLC 4A2</p> <p>4.3 aligns with HLC 4A4</p> <p>4.6 aligns with HLC 4A6</p> <p>4.7 aligns with HLC 4A4</p> <p>5.3 aligns with HLC 4A4</p> <p>7.6 aligns with HLC 4A4</p>

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	to its mi, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).	A7 a + b (aligns with HLC 4A5)  A7c (aligns with 4A6)  C3 (referenced to 4A6—internships)			
4B	<p>The institution demonstrates a commitment to educational achievement and improvement through ongoing <u>assessment</u> of student learning.</p> <p>1. The institution has clearly stated <u>goals</u> for student learning and effective processes for <u>assessment</u> of student learning and achievement of learning <u>goals</u>.</p> <p>2. The institution assesses achievement of the learning <u>outcomes</u> that it claims for its curricular and co-curricular programs.</p>	B2cb + cd (aligns with HLC 4B)  C6 (aligns with HLC 4B)	32-35 (Review or Student Outcome Data) align w/HLC 4B	ESP aligns with HLC 4B	<p>3.4 aligns with HLC 4B</p> <p>5.1 aligns with HLC 4B</p> <p>5.6 aligns with HLC 4B3</p> <p>7.8 aligns with HLC 4B3</p>

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>3. The institution uses the information gained from <a href="#">assessment</a> to improve student learning.</p> <p>4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of <a href="#">faculty</a> and other instructional staff members.</p>				
4C	<p>The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined <a href="#">goals</a> for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution’s processes and methodologies for collecting and</p>	<p>A6 (aligns with HLC 4C4)</p> <p>B1d (aligns with HLC 4C + 4C1)</p> <p>C7 (aligns with HLC 4C)</p>	<p>32-35 (Review or Student Outcome Data) align w/HLC 4C</p>		<p>4.4 relates to HLC 4C3</p> <p>4.9 aligns with HLC 4C</p> <p>5.4 aligns with HLC 4C</p> <p>5.8 aligns with HLC 4C</p>

	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>				
5	<p><b>Resources, Planning, and Institutional Effectiveness.</b> The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.</p>	<p><b>D Resources, Planning, and Institutional Effectiveness.</b></p>	<p>18 (Financial Responsibility Req.) aligns w/HLC 5A, 5B</p>		
5A	<p>The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <ol style="list-style-type: none"> <li>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations <u>wherever and however programs are delivered</u>.</li> <li>2. The institution’s resource allocation process ensures that its educational</li> </ol>		<p>18 (Financial Responsibility Req.) aligns w/HLC 5A (resources)</p> <p>19 (Default Rates) aligns w/HLC 5A (resources)</p>		<p>2.3 and 2.5 aligns with HLC 5A1</p> <p>5.5 aligns with HLC 5A1</p>



	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>and fiduciary responsibilities.</p> <p>2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, <a href="#">faculty</a>, staff, and students—in the institution’s governance.</p> <p>3. Administration, <a href="#">faculty</a>, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>				
5C	<p>The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for <a href="#">assessment</a> of student learning, <a href="#">evaluation</a> of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as</p>	<p>D3 (aligns with HLC 5C)</p> <p>B2cd (aligns HLC 5C2)</p>		<p>ESP aligns with HLC 5C1</p>	<p>2.2 and 2.3 aligns with HLC 5C3 and 5C4</p> <p>2.4 aligns with HLC 5C4</p> <p>2.5 aligns with HLC 5C</p> <p>5.6 aligns with HLC 5C2</p>



	HLC Criteria & Core Components	Assumed Practices	Federal Compliance	Quality Initiative	SARA
	<p>enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>				<p>8.1 aligns with HLC 5C</p> <p>8.2 aligns with HLC 5C5</p>
5D	<p>The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.</p>	<p>A4 (aligns with HLC 5D1)</p> <p>D4 (aligns with HLC 5D)</p>			

C4 of the Assumed Practices does not apply to CSC