



The State Bar of California

Summary of Accreditation Values and Principles

The State Bar evaluated guiding values and principles of eight national accreditation entities, some of which are institutional accreditors and the others are programmatic accreditors. The purpose of this evaluation is to provide the Committee of State Bar Accredited and Registered Schools (CSBARS) example frameworks of national accreditation entities to guide the discussion for adoption of State Bar Accreditation values and principles. A display of the evaluation is as follows:

Accreditors Presented on October 11, 2019

- Western Association of Schools and Colleges – Senior College and University Commission (WASC – SCUC)
- Distance Education Accrediting Commission (DEAC)
- American Bar Association (ABA)
- National Architectural Accrediting Board (NAAB)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Dental Accreditation (CODA)
- Liaison Committee on Medical Education (LCME)
- Commission on Osteopathic College Accreditation (COCA)

Institutional Accreditors presented on October 17, 2019

- Higher Learning Commission (HLC)
- Middle States Higher Education Corporation (MSHEC)
- New England Association of Schools and Colleges (NEASC)
- Northwest Commission on Colleges and Universities (NCCU)
- Southern Association of Colleges and Schools (SACS)

Programmatic Accreditors Presented on October 17, 2019

- American Association of Colleges of Nursing (AACN)

Entity	Mission/Purpose	Vision	Values	Goals
WASC – SCUC	Promote the welfare, interests, and development of higher education through the continued improvement of educational institutions, close cooperation between colleges and universities, and effective working relationship with other educational organizations and accrediting agencies	—	Learning quality and improvement, integrity, sustainability and accountability, and strengthen accreditation	Promote institutional engagement, develop a culture of evidence that informs decision making, foster active interchange among public and independent institutions
DEAC	Assuring students high quality distance education through accreditation, peer review, and institutional improvement	Sets high standards for academic quality, inspiring excellence in teaching, learning, and student outcomes through voluntary assessment and peer review.	—	—

Programmatic Accreditors

Entity	Mission/Purpose	Vision	Values	Goals
ABA	Supporting legal education by establishing processes that promote consistency, fairness, and transparency	—	—	—
NAAB	The NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.	Advances educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society, to promote a better built environment.	Commitment to Excellence, Diversity and Inclusion, Effective Communication, Spirit of Collaboration	—
AACSB	Foster engagement, accelerate innovation, and amplify impact in business education	Transform business education for global prosperity	Quality, diversity and inclusion, global mindset, ethics, social responsibility, community	—
CODA	Serves the public and profession by developing and implementing accreditation standards that promote and monitor the continuous quality and improvement of dental education programs	A globally recognized leader for accrediting education programs in the dental professions	Integrity, collegiality, transparency, and consistency	—
LCME	Provides assurance that educational programs meet reasonable, generally-accepted, and appropriate national standards for educational quality and graduates have a complete and valid educational experience sufficient to prepare them for the next stage of their training	—	—	—
COCA	Serves the public by establishing, maintaining, and applying accreditation standards and procedures to ensure that academic quality and continuous quality improvement delivered by the colleges of osteopathic medicine reflect the evolving practice of osteopathic medicine	—	—	Serve the public and interested communities; develop, maintain, apply, and periodically review accreditation processes; foster continuous quality improvement of education by encouraging innovation and creativity; assure continued effectiveness of accreditation by developing and applying quality assurance, self-assessment, and external review
AACN	Collective voice for academic nursing, AACN serves as the catalyst for excellence and innovation in nursing education, research, and practice.	Nurses are transforming health care and improving health	—	Leadership, innovation, diversity and inclusion, and integrity.
HLC	—	—	<p>Focus on Student Learning</p> <p>Education as a public purpose</p> <p>Education for a diverse, technological, globally connected world</p> <p>A culture of continuous improvement</p> <p>Evidence-based institutional learning and self-presentation</p> <p>Integrity, transparency and ethical behavior or practice</p> <p>Governance for the well-</p>	VISTA: Value to Members, Innovation, Student Success, Thought Leadership and Advocacy

			being of the institution	
			Planning and management of resources to ensure institutional sustainability	
			Mission Centered Evaluation	
			Accreditation through peer review	
MSCHE	The Middle States Commission on Higher Education assures students and the public of the educational quality of higher education. The Commission's accreditation process ensures institutional accountability, self-appraisal, improvement, and innovation through peer review and the rigorous application of standards within the context of institutional mission.	—	The Commission maintains its historic commitment to quality assurance in institutions of higher education.	—
			The Commission maintains U.S. Department of Education recognition and continues to meet federal regulatory requirements.	
			The Commission provides service and support to member institutions as they implement accreditation standards and engage in continuous improvement initiatives.	
			The Commission maintains a sustainable business model.	
NEASC	The New England Association of Schools and Colleges aspires to provide a process for meaningful, ongoing whole school improvement and growth while honoring the unique culture and context of each institution we support.	—	Strive to achieve rigorous and common standards in education	Encourages the pursuit of a unique mission in distinctive circumstances by each member
			Demonstrate substantive institutional commitment to continual improvement	Advocates for thoughtful self-reflection guided by objective peer review
			Commit to balancing the creative tensions that exist between local autonomy and public authority	Promotes public recognition of the challenges that accredited institutions face both in common and in particular
			Nurture individual creative accomplishment	Elucidates the value, philosophy, and practice of accreditation for our member schools, the public, legislative bodies, and governing boards
				Assists member schools in navigating accreditation in a context often dictated by federal, state, or local mandates and by limited means.

NCCU	—	—	<p>Foster excellence through the development of criteria and guidelines for assessing educational quality and institutional effectiveness</p> <p>Encourage institutional improvement through continuous self-study and evaluation</p> <p>Ensure the educational community, the general public, and other organizations that an institution has clearly defined and appropriate educational objectives, has established conditions under which their achievement can reasonably be expected, appears in fact to be substantially accomplishing them, and is so organized, staffed, and supported that it can be expected to continue to do so; and</p> <p>Provide counsel and assistance to established and developing institutions.</p>	—
SACS	The mission of the Southern Association of Colleges and Schools Commission on Colleges is to assure the educational quality and improve the effectiveness of its member institutions.	To serve as the premier model for shaping and ensuring the quality of higher education throughout the world.	Integrity, Continuous Quality Improvement, Peer Review/Self-Regulation, Accountability, Student Learning, Transparency	—