

2012



The Association for
Biblical Higher Education
Commission on Accreditation

Self-Study Guide

Revised April 2012

All rights reserved, no part of the Manual may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems without permission in writing from the publisher

Copyright © 2012 by
Association for Biblical Higher Education
Commission on Accreditation

5850 T.G. Lee Blvd., Ste. 130
Orlando, FL 32822

Voice: 407.207.0808
FAX: 407.207.0840
E-Mail: info@abhe.org
Website: www.abhe.org

Self-Study Guide Table of Contents

The Self-Study Process	5
Introduction	5
Three cycles	5
Candidacy	5
Accreditation	5
Reaffirmation	6
The Context of the Accreditation Process	6
Self-Study Documents	6
The Starting Point	8
Mission	8
Elements of a Statement	8
Goal Statements	8
Program Specific Objectives	9
Instructional Objectives	9
Operational Objectives (Institutional Effectiveness)	9
Summary – Missions, Goals, and Objectives	9
Accreditation Documents – Institutional Review	11
Compliance Document	11
Introduction	11
Body	12
Essential Elements	12
Questions	12
Distance Education	13
Components of a Response	13
Description/Explanation/Analysis	13
Evaluative Conclusion	15
Documentation	15
Issues/Recommendations	15
<i>Questions for Institutional Engagement (Institutional)</i>	16
Mission, Goals, and Objectives	16
Student Learning, Institutional Effectiveness & Planning	16
Institutional Integrity	17
Authority and Governance	17
Administration	17
Institutional Resources	18
Enrollment Management	19
Student Services	20
Faculty Resources	20
Library and Learning Resources	21
Academic Programs	21
Conclusion	23
Accreditation Documents- Programmatic Review	24
<i>Questions for Institutional Engagement (Programmatic)</i>	24
Mission, Goals, and Objectives	24
Assessment and Planning	24
Institutional Integrity	24
Administration	24
Organizational Resources	24
Enrollment Management and Student Services	25

Questions for Institutional Engagement – Programmatic (Cont'd)

Faculty Resources	25
Library and Learning Resources	25
Academics	26
Attributes Needed for Successful Self-Study Process	28
Internal Motivation	28
Wide Participation	28
Self-Study Mechanism	28
Barriers to Successful Self-Study	28
Lack of a Clear Mission	28
Lack of Adequate Data Collection Systems	28
Lack of Understanding	29
Lack of Trust	29
Lack of Commitment	29
Lack of Resources	29
Lack of Proper Planning	29
Organizing to Produce the Self-Study Materials	30
Staff Assistance	31
Coordination with Other Agencies	31
Special Considerations	32
A Positive Cost-Benefit Ratio	32
An Ongoing Character	32
The Integration of Documents	32
Alternative to the Compliance Document	33

APPENDICES

Appendix A - Suggested Outline for a Compliance Document	34
Appendix B - The Assessment Plan	36
Introduction	36
The Body (Student Learning)	37
The Body (Institutional Effectiveness)	37
Learning Common to All Students	37
Program Specific Learning	37
Designing the Plan	38
Conclusion	39
Cost-Benefit	40
Validity-Reliability	40
A Dynamic Process	40
Annual Assessment Activity- <i>the Institutional Research Report</i>	40
Attachments	41
Assessment Staging	41
<i>Suggested Outline for an Assessment Plan</i>	<i>41</i>
ABHE Suggested Rotation of Assessment Instrument	44
ABHE Outcomes and Rubrics	46
Appendix C - The Planning Document	52
Introduction	52
Short Term – Planning for the Year Ahead	52
Long Term – Planning for Years Two through Five	54
Conclusion	54
<i>Suggested Outline for a Planning Document</i>	<i>55</i>

APPENDICES (continued)

Appendix D – Glossary	57
Appendix E – Documentation of Compliance	65
Conditions of Eligibility	65
Comprehensive Integrated Standards	66
Appendix F – Liaison Guide: Preparation for Hosting an Evaluation Visit	79
Appendix G – Resources.....	81
Content Guidelines/Self-Study Instruments	81
Sources of Assessment Instruments	84
Guidelines for Program Review	88
Fundraising Resources	89
Other Resources	90
Appendix H - Sample Statistical Abstract	91
Appendix I – U.S. Department of Education Expectations for Evaluation Reports	94
Appendix J – Coordinated/Joint Team Visit Instructions	98
Appendix K – Joint Accreditation Visit – Memorandum of Agreement.....	105
Appendix L – Bibliography Resources	106

ABHE Self-Study Guide

The Self-Study Process

Introduction

The accreditation process serves to assure the public that an institution meets basic requirements of quality higher education. More importantly, accreditation provides mechanisms for improving the quality of the education offered. Although institutions are typically motivated to seek accreditation as a means of gaining public credibility, once in the process, they often realize that quality improvement is accreditation's biggest benefit. Given this reality, the accreditation process should be viewed as a "journey," not a "destination." In granting accreditation, ABHE's primary concern is to assist an institution in firmly establishing a set of processes that will operate on an ongoing basis to make it stronger. ABHE offers both institution accreditation and programmatic accreditation. Institutional accreditation involves evaluating the institution as a whole. The entire institution must be reviewed in the context of ABHE's Comprehensive Integrated Standards. Programmatic accreditation is offered for the church vocational ministry programs of comprehensive institutions. While such institutions must provide evidence of recognized institutional accreditation to be eligible for programmatic accreditation, the ABHE review is limited to the specific vocational ministry programs.

Three cycles

With respect to institutional accreditation, ABHE leads an institution through three self-study cycles in a comparatively brief time frame. The goal is to ensure that, by the conclusion of the third cycle, the self-study processes are so ingrained in an institution's regular operations that they will continue to function in the future, even in the face of major changes in institutional leadership. Indeed, a mature set of quality improvement processes is the mark of an institution that merits accreditation.

Candidacy

Under ABHE's accreditation process, institutions work through an initial self-study cycle to achieve candidacy for accreditation status. While ABHE limits the time available to a maximum of five years for completion of this cycle, the normal procedures are designed to lead an institution through the cycle within four-years. The purpose of the shortened cycle is to provide a "safety" year in the event an institution is not quite ready to be advanced at the end of the four-year period. Hopefully, during the safety year, the institution will be able to make enough progress on a focused agenda of issues to make the award of candidacy feasible.

Accreditation

The second self-study cycle occurs between candidacy and accreditation. Again, there is a five-year time limit available to move from candidacy to accreditation. Because ABHE has "pre-accreditation" status with the U.S. Department of Education (USDE), candidate institutions can qualify for participation in the Title IV federal student assistance programs. The Department recognized that lack of resources often prevents institutions from meeting accreditation standards, it, therefore, established pre-accreditation status to assist institutions in gaining enough resources to meet standards. To prevent institutions from being content with candidacy, it mandated that eligibility for candidacy be limited to five-years. Accordingly, a candidate institution must either achieve compliance with the Criteria for Accreditation within five years, or be dropped from status. If dropped, it will no longer be eligible for participation in the federal aid programs.

Given the importance of the stakes, ABHE strives to ensure that institutions granted candidacy have a high probability of success in achieving accreditation. In awarding candidacy, ABHE is assuring USDE that the candidate has the potential to meet its standards within the five years permitted. Obviously, if large numbers of candidate institutions were to be unsuccessful in achieving accreditation, ABHE credibility with USDE, and the public would be questioned. This concern provides a strong rationale for the inclusion of both applicant status and the “safety” year as components of the accrediting process. Essentially, the process ABHE employs for advancing institutions from applicant status to candidacy is, in fact, a “dress rehearsal” for the process of moving them from candidacy to accreditation. It is reasonable to assume that, if an institution can successfully complete the self-study cycle once for candidacy, there is an even better chance that it can complete it again for initial accreditation.

Reaffirmation

Finally, ABHE requires completion of a third self-study cycle, within five years, for reaffirmation of accreditation. By this stage of the process, it is assumed that the institution has achieved a measure of maturity in its improvement processes. Since the institution has, in fact, already demonstrated its compliance with the standards for accreditation, the safety year is no longer included as part of the process. Rather, the institution is given a full five years to complete the process.

ABHE’s process for accreditation is based upon the premise that, if something is repeated often enough, it becomes habitual. By the time an institution has completed three comprehensive self-study processes within fifteen years or less, the “machinery” for data collection, decision-making, and planning should be well established. It is ABHE’s goal to ensure that these processes are ingrained as ongoing, cyclical activities that will function on a continuous basis to foster institutional growth in quality.

The Context of the Accreditation Process

ABHE’s accreditation process is implemented within the context of the institution’s own mission and the Criteria for Accreditation (See the ABHE “Accreditation Procedures,” *Manual*, pp. 84-89, and the ABHE Bylaws, Articles I, II, and III, *Manual*, pp. 158-165.). The mission determines institutional direction by establishing the institution’s intentions. The Criteria for Accreditation provide benchmarks for use in determining the quality of an institution’s educational practices. Essentially, the criteria represent the collective agreements reached by the community of institutions that make up the Association regarding good higher education practices. [To use an automobile analogy, the mission functions as a compass (determining direction) and the criteria as a speedometer (measuring adequacy or rate of progress).]

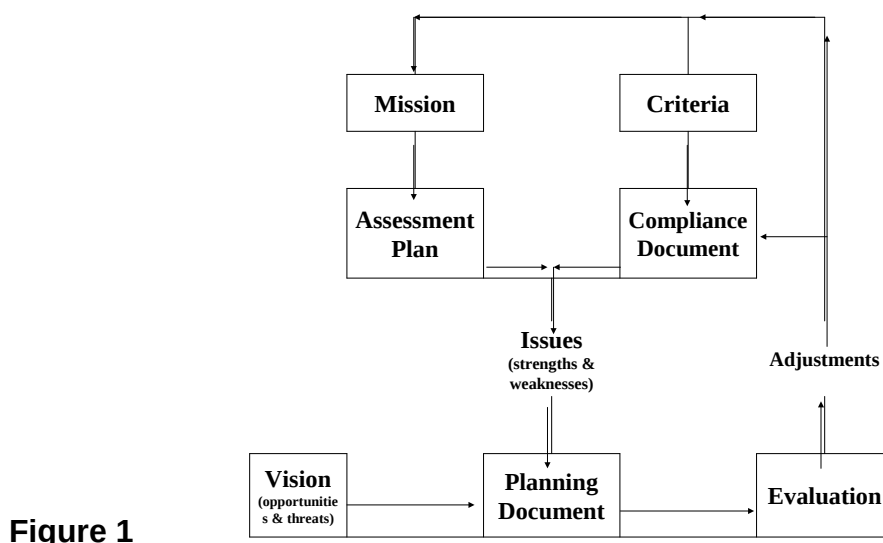
Self-Study Documents

ABHE requires three separate documents that collectively form the self-study materials required for a team visit: the assessment plan, the compliance document, and the planning document. The assessment plan is concerned primarily with matters of mission or intent. Essentially, it establishes and implements the process for measuring results in light of intentions. The compliance document deals primarily with issues of quality. It analyzes the institution’s success in complying with the expectations of the Association member institutions regarding quality educational practices. The planning document outlines the action steps that an institution anticipates taking to deal with issues arising from assessment findings and compliance conclusions. Normally, these issues are in the form of strengths and weaknesses. The institution’s vision for the future is also a major source of issues for a good planning document. The vision represents an institution’s aspirations, hopes, and/or dreams. Accordingly, it

frequently deals with the “opportunities” and “threats” facing an institution. When all sources of issues are combined, a comprehensive strategic plan can be developed based on what the literature refers to as a SWOT (strengths, weaknesses, opportunities and threats) analysis.

In its self-study expectations, ABHE makes distinctions based upon an institution’s maturity and external relationships. Mature institutions are afforded wide latitude in the preparation of materials for an evaluation visit. While the self-study materials must address all of the ABHE standards, those that have accreditation with other institutional accrediting bodies are permitted to follow the guidelines of either accrediting body in preparing materials for a joint or coordinated review. Regionally accredited institutions, for example, may wish to prepare their materials using the guidelines of their respective regional agency. If the guidelines of another agency are followed, it is still necessary to address all of the ABHE standards. A table of contents or index should be prepared that identifies the specific location of the material related to each ABHE standard in the other agency’s materials. In cases where the other agency does not have a standard equivalent to the ABHE standard, the institution shall provide a supplement that addresses the unique ABHE expectation.

The guidance for preparing self-study materials provided below is offered primarily for the benefit of developing institutions and those seeking initial accreditation. Even among these institutions, the guidance provided is not mandated. It is offered in the hope that institutions will find it useful in stimulating ideas about how to approach the self-study process. The ultimate goal of self-study is to gain a realistic perspective on the true condition of the institution and then to determine means for fostering improvement. Schematically, the ABHE self-study process can be depicted as shown in *Figure 1*:



The feedback loop of Figure 1 illustrates that there is no guarantee that a series of action steps implemented by an institution will actually resolve an issue or result in the realization of a dream. Accordingly, it is necessary to continually evaluate the effectiveness of actions taken to deal with the SWOT analysis and to make adjustments in processes in an effort to improve effectiveness. While an institution can adjust its own mission statement, it cannot adjust the Criteria for Accreditation. It can only adjust its response to the criteria.

The Starting Point

Mission

The ABHE accreditation process is heavily oriented toward the institutional mission. Accordingly, the very first step of the process is to ensure that the mission and all of the foundational materials that grow out of it are expressed in the best possible form. As indicated above, the mission sets direction for the institution. It is the ultimate expression of the institution's intent. Accordingly, before work on the self-study documents can begin, it is essential to make sure the mission statement is expressed as effectively as possible. A mission statement will grow out of an institution's values and commitments. Accordingly, when thinking about the institutional mission, personnel should begin by carefully articulating the institution's values and commitments to ensure that they are clearly understood. In preparing to articulate the mission, it is desirable to survey key institutional stakeholders to make sure that there is a clear consensus regarding the values and commitments. Once they are clear, an institution is positioned to begin developing or refining its expression of mission.

Elements of a Statement

The mission statement should address three major topics. First, it should describe the institution's "intended good effects." Second, it should identify the institution's target clientele. Finally, it should articulate the key constraints that establish the boundaries for institutional operations. Institutions offering biblical higher education will naturally describe their intended good effects in terms of student learning. The good effects will encompass what students should know (knowledge), what students should be able to do (skills, abilities), what students should value (attitudes), and what exchange relationships students should have with the larger culture (i.e. how students will interact with society).

Obviously, it is impossible to provide details regarding these matters in a brief statement of mission, but as institutional goals, program specific objectives, (and instructional objectives) are developed in the context of the mission, these matters will all be defined quite fully.

Goal Statements

Normally, the mission is supported by statements of institutional goals. Goals are typically expressed using terms that are not directly measurable. Goal statements commonly use verbs like "understand" and/or "appreciate" that do not refer to observable behaviors. Rather, understanding or appreciation must be inferred from what is observable. For example, you cannot directly observe that a person appreciates classical music, but, if a person buys classical CD's and attends classical concerts, you might infer that he or she appreciates classical music. Ideally, there should be a goal statement to support each facet of the mission statement. Conversely, no goal statements should exist that cannot be justified on the basis of the mission.

Administrators often fail to recognize that, normally, institutions have both external and internal goals. External goals are typically expressed in public materials (i.e. the institutional catalog, the website, promotional brochures, etc.). Ideally, these goals are expressed from a prospective student's perspective. Students want to know the benefits of attending the institution. They look at an institution's materials with the question "why should I enroll in this school?" Accordingly, publicly-stated goals should answer this question from the student's point of view. The other set of goals is internal in orientation. They normally relate to an institution's purposes and vision for the future. They are written from the institution's perspective and used to guide administrative action. While, at times, these goals are expressed in terms of what the institution hopes to do for its students, they also outline an institution's aspirations for the future such as areas of improvement and/or expansion.

Program Specific Objectives

While institutional goals are stated broadly as pertaining to an institution or its students as a whole, program specific objectives are much more focused. They should be expressed using verbs that define observable behaviors (i.e. list, express, write, perform etc.). Essentially, program specific objectives should explain the benefits of taking a specific academic program. Accordingly, the objectives should outline what a student should expect to know or be able to do as a consequence of enrolling in a program. Ideally, such objectives should not be expressed (as is often the case) in terms of what the institution is going to do to or for the student. Again, program specific objectives should be consistent with and supportive of institutional goals and mission. Although it might not be possible to show a direct linkage between each institutional goal and one or more program specific objectives, there should never be conflict between a program specific objective statement and an institutional goal.

Instructional Objectives

Faculty members normally prepare course, unit, or instructional objectives that provide a level of detail much greater than found in program specific objectives. When all of the course objectives for the courses in a given program are taken together, it should be possible to draw linkages between these objectives and the program specific objectives. Again, it is important to ensure consistency and freedom from conflicts among objectives.

Operational Objectives (Institutional Effectiveness)

Beyond the hierarchy of objectives that deal with student learning, the institution will normally have general goals or objectives that function internally to assist administrators in achieving the institution's vision for the future. Additionally, the various administrative units within an institution should have their own operating objectives. Thus, the library and business office will each have its own objectives. Through these "operating" objectives, it should be possible for a given administrative unit to assess its operational effectiveness by comparing the actual results of operations with the expected results. More will be said about this later.

Given that the Association's members are institutions of biblical higher education, it should be readily understood that the primary thrust of the publicly stated institutional goals and program specific objectives will be focused on student learning. Although the operating objectives for the administrative departments or units will necessarily be consistent with the mission of the institution, they will not normally deal with student learning issues and will not typically appear in public documents. (There may be some exceptions. For example, the library may have a focus on facilitating students' ability to cope with information services among its objectives.)

Summary – Mission, Goals, and Objectives

The institutional mission provides the foundation for all of the institution's activities. Because the institution exists to provide educational services, the publicly stated goals and objectives will necessarily focus on student learning. Even so, administrators and faculty must establish objectives that will help them carry out the learning tasks effectively. These will relate more to the means rather than the ends of the educational process. They will seldom be placed in public documents, but they certainly should exist internally to provide guidance at the administrative levels.

Institutional goals will typically deal with the "big picture," addressing learning common to all students regardless of their particular program or major. Program specific objectives, on the other hand, will focus on learning that is unique to a particular academic program. If, for

example, an institution's goal is to ensure that all students have a good foundation in biblical knowledge, it is not necessary, for example, to reiterate this goal among the specific objectives for each program offered. It might be desirable to establish a core curriculum with learning objectives that are common to all curricular offerings. The program specific objectives, then, will highlight the learning unique to the program.

In developing statements of goals and objectives, educators offering work in biblical higher education are encouraged to acquaint themselves with the literature dealing with objectives. Bloom's taxonomy of objectives is a particularly useful resource for recognizing that objectives exist on different levels. According to the taxonomy, these levels include: knowledge, understanding, skills, analysis, synthesis and evaluation. Obviously, in developing college level academic programs, it is important to ensure that there is an adequate emphasis on the higher order learning objectives from the realm of analysis, synthesis, and evaluation.

Accreditation Documents—Institutional Review

For comprehensive institutional accreditation reviews, three documents collectively constitute the self-study materials. ABHE operates on the premise that self-study is an ongoing activity that functions continuously to foster institutional improvement. Hence, an institution's assessment and planning processes are components of the continuous self-study effort. These processes are usually operated on a cyclical basis to identify and deal with issues. The first document that will be presented below is the compliance document. It is equivalent to the old self-study reports required years ago, because it deals directly with an institution's satisfaction of the standards for accreditation. It will be presented first. A model for the development of an assessment plan will be presented in Appendix A. A model for the development of a planning document is included in Appendix B. Users of this material should recognize that the models are suggested only. A wide variety of approaches may be used as long as they accomplish the intended purpose of the document.

Compliance Document

The purpose of the compliance document is to assess the state of an institution's implementation of the ABHE Comprehensive Integrated Standards, comprising both the Standard itself and the Essential Elements. In this discussion the words standards and criteria will be used interchangeably. The standards represent the historically developed set of agreements created by the institutions that make up the Association community as to the characteristics of quality higher education. The criteria are not ideals to be attained, but building blocks essential in the development of a quality educational operation. Essential Elements delineate, as their designation implies, the Standards' most essential aspects, helping to explicate the meaning and implications of the Standards. The compliance document can be represented by a series of boxes. (See *Figure 2*) For this document, there are three major parts: the introduction, the body, and the conclusion. The body, in this case, has 11 major sections, each representing one of ABHE's eleven standards.

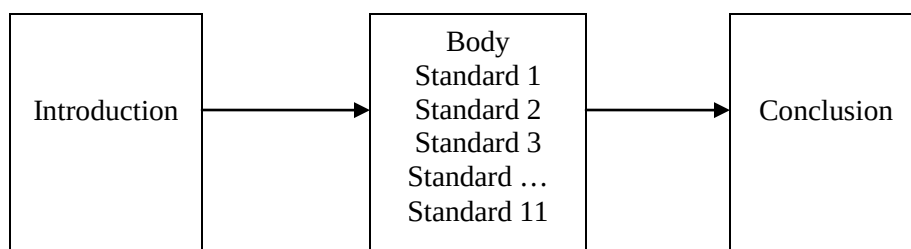


Figure 2

Introduction

The introduction to the compliance document should briefly describe the history and mission of the institution. In most cases, the material on the history and mission presented in the compliance document will be carried forward into the other accreditation documents. Although this introduces redundancy, differences in potential audiences justify developing each document to be freestanding. Users of a given self-study document should be provided basic background material regarding the institution, regardless of their access to the remaining documents. The introduction should include details regarding both the document's development and the

participants in the process. Depending on the size of the school, the participants may be the same or entirely different persons from those who will work on the other self-study materials. More often than not there will be overlap in personnel and processes.

Body

For institutions completing a comprehensive compliance document, the body should include a separate section for each of the eleven ABHE accreditation standards. Subject to consultation with and prior approval of Commission professional staff, member institutions concurrently conducting comprehensive self-studies for reaffirmation of regional accreditation may designate the comprehensive self-study document prepared for regional reaffirmation as their compliance document. In such cases, the institution must provide a table indexing ABHE Comprehensive Integrated Standards to those of the regional association and must separately address every ABHE Standard or Essential Element not covered in the regional association's standards.

For institutions completing the comprehensive quality assurance document, the body of the document should be organized using the same outline that exists in the *Manual* presentation of the criteria. Accordingly, the first section of the document's body would be identified as "1. Mission, Goals, and Objectives." The second section would be "2.a Assessment of Student Learning" etc. For each section, the criteria headings should be listed just as they are presented in the *Manual*. Each standard is a concise description of the excellence that should characterize an institution of biblical higher education.

Since users of the compliance document will normally have ready access to the ABHE *Manual*, it is not particularly necessary to write out each criterion statement in full. Even so, some administrators may prefer to have the full description of the standard included in the text to ensure that institutional personnel are comprehensive in their responses. Additionally, it will help users of the document who may not have ready access to the statements of standards. Either approach is acceptable to the ABHE Commission on Accreditation.

Essential Elements

The Essential Elements associated with each *Standard* are presented under each of the eleven general *Standards*. While these items are considered essential to fulfillment of the Standard, simply utilizing the essential elements as a "checklist" for determining fulfillment of the *Standard* represents an inadequate self-study approach. The compliance document should demonstrate that the institution has engaged in collective qualitative reflection upon the nature and extent of its fulfillment of the overall Standard and has not merely inventoried certain essential considerations. In other words, "the whole is greater than the sum of the parts." In cases where an institution may not fulfill one of the Essential Elements, the compliance report should offer justification for any deviation from this element of the *Standard*.

Questions

Additionally, to provide further help in the self-study process, a set of questions relating to each of the eleven standards of accreditation and the associated essential elements has been prepared. These questions have a primary and a secondary purpose.

- (1) Primarily they are intended to enable the institution to identify the various issues entailed in the standard.
- (2) Secondly they are intended to assist the evaluating team to measure the institution's level of achievement with respect to the standard.

The questions are designed to stimulate thinking at the beginning of the institution's self-study process. They should foster engagement with the full scope of the stated essential elements. However, these questions should always be considered in the context of the institution's mission and uniqueness.

The related questions, as with the essential elements, are not intended to serve as an outline for the self-study document. Rather these should facilitate reflection commensurate with the breadth and depth needed in the self-study process. Reflection on these issues should facilitate an appropriate outline of material to be incorporated in discussing each standard.

The following cautions should be noted:

- (1) As indicated, the questions should not be considered to be accreditation criteria. They simply suggest ways in which the institution may demonstrate compliance with the standard.
- (2) Not all questions will apply to every institution.
- (3) Although the essential elements must be treated comprehensively, merely using the essential elements and questions as an outline for the self-study report does not necessarily ensure the level of critical and analytical engagement that a self study entails.
- (4) Some questions are intentionally phrased to solicit a "yes" or "no" answer and thus may help to serve as somewhat of a check list to determine the institution's compliance.
- (5) Most questions are designed to solicit descriptive evidence of the institution's compliance.
- (6) Reflection on the questions should result in a self-study report characterized by a balance of descriptive and evaluative content.

Distance Education

When distance education is offered, special attention is required in the development of the self-study documents. While distance education can take a variety of forms, online distance education is rapidly becoming the dominant modality for this type of instruction. ABHE has adopted the "Best Practices Guidelines" developed by the Western Cooperative for Educational Telecommunications (WCET) for use in evaluating online distance education (c.f. Appendix I). Appendix I also provides a chart that compares the best practices guidelines with ABHE *Standards* and policies. If you are using online courses developed by peer institutions or other providers, be sure to consult the ABHE, "Guidelines for Sharing Online Courses" (c.f. Appendix J). Remember that your assessment plan will need to include measures to demonstrate comparability of student learning outcomes and other aspects of institutional effectiveness regardless of instructional modality. In preparing the compliance document, a specific section of the report should be devoted to distance education demonstrating how the institution's offerings comply with the guidelines.

Components of a Response

For each standard, a discussion should be presented using several headings. The first heading should use a term that denotes an "analysis" using the descriptive and or evaluative content mentioned in paragraph (6).

Description/Explanation/Analysis

Under this heading, there should be a presentation that explains the institution's situation in relation to the criterion. In the context of both the "essential elements" and the "questions for institutional engagement," personnel responsible for preparation of the compliance document

should create an outline for organizing this presentation that is appropriate to the unique circumstances of the institution. To gather the needed data for the presentation, institutional personnel will often have to do research to discover how the institution is doing with respect to the requirements of the Standard and its associated Essential elements. Simple surface responses are not normally acceptable. A good presentation will often require that data be compiled in such a way that statistical ratios can be computed for comparisons with national norms. It may be necessary to develop survey instruments for use in gaining stakeholder input regarding specific compliance questions. It may be necessary for units or individuals to study their own practices or characteristics, feeding their specific findings to an individual or committee assigned to aggregate data in an effort to determine whether compliance has been achieved.

To determine whether faculty members have appropriate credentials for their instructional assignments, for example, each faculty member may be asked to review the transcripts of his/her own graduate work in the context of his/her specific instructional responsibilities. The purpose of such a review is to determine those specific graduate level courses the faculty members have taken that qualify them to teach their assigned course content. Faculty members can be asked to identify the professional development activities or experiences that would enable them to strengthen their own preparation for completing their assigned instructional responsibilities. When the results of such careful self-analysis are brought together and aggregated, the institution is in strong position to judge the adequacy of its compliance with the criterion on faculty preparation. Additionally, it should have the information needed to prepare a comprehensive faculty development program designed to address weaknesses and/or increase instructional effectiveness. The object of such an exercise is to learn something new that is not readily evident at the outset of the project.

In the past, the response to a specific criterion has often had the “flavor” of a public relations document designed to convince “existing members” that the institution is “good enough” to belong to the “club” (or, in this case, accrediting body). Such a presentation is unacceptable and should be avoided. A good response will have a “dispassionate,” critical flavor. The goal is to be as objective as possible, so that outsiders reviewing the presentation will be able to confirm its accuracy. To the maximum degree possible, the presentation should be based on data that adds objectivity to the process. Subjective opinions collected and analyzed systematically constitute objective data for the researcher. Some institutions have tended to respond to standards by simply guiding the self-study reader to the relevant institutional policies and procedures that document institutional practices. The problem with this approach is that institutions often fail to effectively implement their own policies and procedures. The self-study process will be much more valuable to the institution internally and all external users of the materials produced when appropriate research is completed to determine how well policies and procedures are being implemented. Normally, this will entail the using surveys or interviews with various institutional stakeholders to gather their opinions regarding these matters. From such research, many useful lessons will be learned that will facilitate steps towards improvement.

It is suggested that supporting data be placed in an appendix to the compliance document. Do not unnecessarily pad the document’s text with support. The text should only make reference to the appropriate appendix. When easily correctable deficiencies are observed, they should be fixed as quickly as possible during the self-study process. For deficiencies that have been resolved, it is helpful to include a sense of the process used in the text. As appropriate, incorporate before and after comparisons in the document’s appendices. Where applicable, use normative data as the basis for drawing evaluative conclusions. If there is a significant

discrepancy between the norms and the institution's own statistics, explain the reason for the deviation. Obviously, if a deviation cannot be justified, recognize that an issue has been identified for future action.

Evaluative Conclusion

Once the essential response for a specific criterion has been completed, the next heading should be something like "Evaluative Conclusion." The purpose of this section should be to draw a clear-cut conclusion regarding the state of the institution's compliance with respect to the criterion being examined. Statements such as "the institution complies with the criterion or "the institution does not comply with the standard" are appropriate. Most of the time qualified statements will be necessary. The essential elements clearly indicate that each criterion is multidimensional. Institutions may be strong in meeting some of the aspects of the criterion, but weak in meeting other facets of the expectation. Accordingly, it may be desirable to acknowledge that, "while the institution is strong with respect to..., it needs to strengthen its compliance with..." Where statements are qualified, it is important to explain the reasons for the qualification as part of the evaluative conclusion. Claim of full compliance should be avoided unless each facet of the criterion is clearly satisfied.

ABHE sends evaluative teams for the purpose of validating an institution's own self-study conclusions. Obviously, if no conclusion has been determined in the self-study materials, the team members have nothing to validate. Given the team's validating role, it is easy to understand the importance of drawing evaluative conclusions. The mark of a successful team visit is one where, after the team departs, institutional personnel agree that nothing new was learned as a consequence of the team's visit. Under such circumstances, some personnel may feel that the team visit was a waste of time. In fact, however, the team's validation of the institution's good self-study work enables institutional personnel to implement their plans with a high level of confidence.

Documentation

For each section of the body of the compliance document, the data used to support the analysis of the institution's implementation of the ABHE standard should all be identified. It is recommended that a record of the support for the analysis and evaluative conclusions be included under a heading entitled something like "documentation." The support will include items placed in an attached appendix, exhibits, files located on campus etc. Knowledge of where to find support for evaluative conclusions will be very helpful to the team members during their campus visit. More importantly, it will probably be useful to internal institutional personnel who may not be familiar with a particular administrative/academic unit.

Issues/Recommendations

A final heading that may be used is "Issue(s) or Recommendation(s)." If the institution is in full compliance with a specific standard and its associated essential elements under study, there is likely no need to identify an issue or recommendation. If, however, there are areas of weakness or non-compliance, the issue or recommendation for correction should be recognized. Ideally, all of the recommendations or issues identified for a given standard will be collected and summarized at the end of each section of the document body. It is also good practice to list all of the major issues or recommendations in the conclusion of the document.

Questions often arise as to the amount of detail that should be utilized in addressing the standards in the compliance document. Generally speaking, institutions that are working through candidacy or initial accreditation should be quite detailed in their approach to the

standards. Mature institutions may feel free to employ a broader, big picture approach. Whenever there is doubt that the expectations of a standard are fully met, it is best to assume a conservative (i.e. more detailed) approach. In the context of this background information, the questions for each of the 12 standards are presented:

Questions For Institutional Engagement—Institutional Review

1. MISSION, GOALS, AND OBJECTIVES

- a. What review process ensures that the mission statement is current and appropriate for the institution? What constituencies participate in its review and revision?
- b. What procedures are being followed to confirm that the mission is communicated clearly to the constituency?
- c. To what extent do the goals reflect the institutional mission?
- d. To what extent do program objectives reflect the institutional mission and goals?
- e. In what ways does the institution ensure that its mission, goals, and objectives are used as guides for decision-making, resource allocation, and program development?

2. STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS & PLANNING

2.a ASSESSMENT OF STUDENT LEARNING

- a. How do institutional goals, programs and course objectives exhibit coherence and congruence?
- b. What evidence is there that the desired outcomes reflect the attainment of spiritual maturity, biblical and general knowledge, life competencies, and professional skills appropriate to biblical higher education?
- c. What evidence is there that the institutional community is unified in its efforts to improve student learning?
- d. How are institutional goals, program objectives, and learning outcomes communicated to the internal and external constituencies?
- e. What evidence is there that the objectives of each academic program and course are being realized?
- f. Does the institution have a comprehensive plan for the assessment of student learning and development specific to academic program? Is the plan regularly reviewed and revised?
- g. What evidence is there that the outcomes assessment plan includes diverse measures such as standardized tests, portfolios, pre- and post-tests, capstone courses, licensure results, graduate school admission and performance data, alumni surveys, job placement records, retention and completion rates and grade distribution reports?
- h. Is there an identified person or persons who monitor the outcomes assessment process?
- i. Is there evidence that data on student learning is distributed to appropriate institutional constituencies?
- j. What evidence is there that the assessment results of student learning are used in institutional planning?
- k. What evidence is there that each academic program's assessment measures lead to the improvement of teaching and learning?

2.b ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS & PLANNING

- a. Does the institution have a written plan that describes its assessment of academic programs, academic support services and institutional support services?
- b. Is there evidence that assessment operates on an annual cycle under the direction of a designated person(s)?
- c. What is the balance and integration of objective and subjective assessment measures?
- d. How is assessment data analyzed and distributed to the appropriate constituencies?
- e. What evidence is there that identifies institutional strengths and weakness?
- f. Does the institution have a vision statement that is reflected in planning?

- g. To what extent are board, administration, faculty, staff, and students involved in the planning process?
- h. What evidence is there that assessment impacts planning?
- i. What fiscal analysis is done to ensure that plans are realistic?
- j. What strategies are in place for the implementation of the plan?
- k. How is success in achieving planning goals monitored?

3. INSTITUTIONAL INTEGRITY

- a. In what ways does the institution demonstrate that it promotes and upholds sound ethical practices in its dealings with people?
- b. What patterns of evidence demonstrate that the institution accurately describes its programs and practices through publications, public statements, and advertising?
- c. What evidence is there that the institution fosters a climate of respect for diverse backgrounds and perspectives?
- d. How does the institution assure that student and employee grievances and complaints are addressed promptly and equitably and result in appropriate change?
- e. What records are maintained of student complaints?
- f. Does the institution demonstrate integrity in its communication with all accrediting and government agencies on issues of compliance?
- g. What evidence is there that fund raising practices accurately present the needs of the institution and protect the interests of the donor?

4. AUTHORITY AND GOVERNANCE

- a. If state or provincial authorization is required to offer credentials, what evidence is available to demonstrate compliance with these requirements?
- b. How do the enabling documents safeguard the purposes and structures of the institution and its core values?
- c. How does the board exercise its fiduciary responsibility for financial oversight and fund raising?
- d. What organizational structures exist to enable the board to fulfill its responsibilities?
- e. What evidence exists that the board understands its role in policy formation? What evidence is there that the board delegates management responsibilities to the president?
- f. What evidence is there that the board and administration are operating under sound principles relative to conflicts of interest?
- g. Describe the composition of the board in terms of diversity of ethnicity, gender, and professional skill competencies necessary to serve the intended constituency?
- h. How does the board evaluate the performance of its members?
- i. What procedures does the board have for recruitment, orientation, and retention of its members?
- j. What procedures are in place to update the board members on issues relative to mission, organization, finances and programs?
- k. What evidence demonstrates that the board operates autonomously without interference from affiliated organizations?

5. ADMINISTRATION

- a. What evidence demonstrates that the board regularly evaluates the performance of the institutional CEO?
- b. What evidence is available to demonstrate that the chief executive officer has adequate resources and authority to discharge his/her duties?
- c. What evidence is there that administrative leaders reflect the institution's constituency and have the appropriate academic and professional backgrounds to discharge their duties?
- d. What evidence demonstrates that the institution has an administrative structure appropriate for its type, size, and complexity?
- e. What evidence demonstrates that the institution has effective processes in place for recording, maintaining, and securing accurate administrative records?
- f. How effective is the system for evaluating the work performance of administrators?

6. INSTITUTIONAL RESOURCES

6a. HUMAN RESOURCES

- a. To what extent is the institution staffed with qualified personnel who provide basic services for the various administrative functions?
- b. Are enabling documents, descriptions of administrative structure and decision making, institutional policies and procedures, and current job descriptions documented in written form and distributed appropriately?
- c. What processes are in place to communicate to employees their rights and responsibilities?
- d. In what ways is it demonstrated that the evaluation of employees is consistent, fair, and documented?
- e. What evidence is available to demonstrate that the institution's budget provides adequate financial resources for employee welfare?
- f. What programs for professional growth and development are in place?
- g. What evidence suggests that the institution provides a climate that fosters job satisfaction, collegiality and respect among personnel?
- h. How does the diversity of the employees compare to the diversity of the institution's constituency.

6b. FINANCIAL RESOURCES

- a. To what measure are financial resources adequate to support the institution's mission.
- b. How do the institution's calculated scores/financial ratios reflect ABHE's "Standard Factors of Financial Stability?"
- c. Do the operating results of the last five fiscal years demonstrate financial stability?
- d. Are annual financial reports available to satisfy accountability to the interested publics?
- e. What evidence confirms that annual audit reports comply with generally accepted accounting practices?
- f. What internal controls have been developed and implemented to minimize potential losses from mistakes or dishonest actions?
- g. How do budgeting processes involve persons responsible for resource allocation, employ appropriate steps for approval and control, and result in the production of regular financial reports?
- h. What procedures ensure institutional effectiveness in managing accounts receivable and payable?
- i. Do institutional policies and procedures conform to the guidelines of organizations such as the Canadian Council for Christian Charities and the Evangelical Council for Financial Accountability?
- j. How successful is the institution in cultivating new sources of revenue?
- k. What reserve funds are available to the institution in the event of an unexpected emergency?
- l. How does the institution effectively manage risks through the application of sound policies, the diversification of investments, the use of appropriate levels of insurance, and the maintenance of appropriate reserve funds?
- m. How are the budgeting and planning processes linked?

6c. PHYSICAL RESOURCES

- a. What evaluation processes are employed to ensure that facilities and equipment are sufficient and well maintained to support quality education?
- b. What planning processes are employed to determine future physical resource needs?
- c. Are utilities economically operated and designed to be environmentally responsible?
- d. If facilities are leased, does the lease include adequate protection to allow sufficient time to make alternate arrangements?
- e. What deferred maintenance needs have been identified and what plans are being made for funding them?

- f. By what means are facilities adequately protected from safety and health threats, and operate in compliance with health, safety, and disability codes?

6d. TECHNOLOGICAL RESOURCES

- a. How effectively do the institution's technological capacities support its mission, goals and objectives?
- b. What processes are in place to keep abreast of technological advances?
- c. What priorities have been established for improving and expanding the utilization of technology?
- d. What training and instruction are being provided for technical personnel as well as institutional users?
- e. How are policies regarding use of technology communicated to appropriate parties?
- f. What evidence exists that the technical equipment operates with an appropriate degree of reliability?
- g. To what extent does the institution have policies and procedures in place to protect privacy rights and confidential data?

7. ENROLLMENT MANAGEMENT

7a. RECRUITMENT

- a. How do recruitment strategies reflect the mission of the institution and diversity of the constituency?
- b. What evidence exists that admissions personnel communicate clearly and in a timely manner with prospects and applicants?
- c. What strategies are in place to evaluate and upgrade recruitment materials?

7b. ADMISSIONS

- a. What measures are used to ascertain the spiritual commitments and academic ability of applicants?
- b. What evidence exists to demonstrate that the admissions criteria are consistently applied?
- c. How are the admissions testing results used to address student needs and to document that under-prepared students have the ability to benefit from the instruction offered?
- d. What procedures are in place to identify and meet the needs of under-prepared students?
- e. Are under-prepared students accepted conditionally, and if so are these conditions clearly communicated to the student at the time of acceptance?
- f. What limitation is placed on the number of admitted students without the high school diploma or GED credential?
- g. Relative to graduate education, what pre-requisites or admissions requirements ensure that students are capable of pursuing advanced studies in their disciplines?
- h. Can it be demonstrated that transfer credit practices are consistent with the requirements of the Association's policy on awarding credit?
- i. When are the institution's transfer credit policy and the number of credits to be awarded communicated to applicants?

7c. FINANCIAL AID

- a. How are applicants informed of financial aid eligibility requirements, conditions, and available funds?
- b. When and how are financial aid decisions communicated to applicants?
- c. Do financial aid practices meet legal and regulatory requirements of government agencies?
- d. To what extent are institutional funds used for scholarship purposes?

7d. RETENTION

- a. What evidence exists to document that assessment results are used to improve enrollment management?

- b. What measures are taken to determine the effectiveness of the academic programs for both at risk and gifted students?

8. STUDENT SERVICES

- a. What evidence is there that student service programs are appropriate to the institutional mission, objectives and student population?
- b. To what extent are services provided for every student regardless of location or educational delivery system?
- c. Are the standards for community life clearly communicated to applicants and students?
- d. How effectively have student services been used to integrate the academic and personal development of students?
- e. What evidence is there that professionally competent student services personnel are empowered to implement an effective student life program?
- f. What evidence demonstrates that co-curricular programs facilitate leadership development?
- g. What systems are in place to assess student utilization of and satisfaction with services provided?
- h. What is the evidence that the institution's athletic programs are consistent with its educational objectives?
- i. What is the evidence that an effective program of student government has been implemented?
- j. What evidence is there that residential services meet student needs and contribute to the development of community life?
- k. What evidence is there that procedures to handle student complaints and discipline are fair and reasonable and in compliance with governmental regulations?
- l. To what extent do students participate in institutional decision-making processes and influence institutional policy changes?
- m. To what extent can it be demonstrated that counseling and health services adequately support and promote student physical and emotional well-being?
- n. In what ways does the Institution address the physical disabilities of students in compliance with applicable laws?

9. FACULTY RESOURCES

- a. What evidence suggests a spiritually mature faculty who are providing a Christ-like role model for students?
- b. What evidence indicates that the number and expertise of faculty is adequate to ensure the continuity, coherence, and quality of academic programs?
- c. What percentage of faculty holds at least a master's degree from accredited institutions in their primary teaching areas and at least 15 graduate credits in their secondary teaching area? Are exceptions limited and documented by personal vitae?
- d. What percentage of faculty holds terminal degrees from accredited institutions?
- e. Can it be demonstrated that the institution has up-to-date documentation of faculty credentials?
- f. What is the evidence that the institution has developed and implemented policies and procedures for the recruitment, appointment, promotion, tenure, grievances, discipline, and dismissal of faculty based on principles of fairness and regard for the rights of individuals?
- g. Does the institution maintain a current faculty handbook that delineates all related policies and procedures?
- h. What evidence indicates that the institution follows a process of faculty appointment that includes appropriate involvement of related academic personnel and administration?
- i. What evidence indicates that faculty are contributing to the increase of knowledge, strengthening of the church, and the enhancement of the community?
- j. What evidence is available to demonstrate that the faculty provides academic leadership in the development of educational programs?
- k. How does the diversity of the faculty compare to the diversity of the constituency?
- l. What evidence is there that adequate institutional funds are expended for the professional advancement and development of faculty?

- m. What evidence is available to demonstrate that the institution has adequately documented and implemented a statement of academic freedom within the context of the institutional mission?

10. LIBRARY AND LEARNING RESOURCES

- a. Are there written descriptions of the structure, policies and procedures that facilitate the management of learning resources?
- b. Is there a credentialed director who has faculty status and who is adequately supported by qualified personnel?
- c. Has the library staff developed a written statement that details the mission and objectives of the library and articulates a philosophy of librarianship consistent with the character of the institution?
- d. To what extent do representatives from the library staff participate in curricular planning?
- e. What evidence is there that a committee composed of library and faculty personnel functions effectively to develop learning resource policy and guide the allocation of resources?
- f. What patterns of evidence are available to illustrate that the faculty is engaged in the analysis of resource adequacy and the selection/de-selection of resources?
- g. What evidence is available to demonstrate that adequate funding is provided to procure essential learning resources, to sustain the use of current technology, and to provide adequate reference and information assistance?
- h. How involved is the library staff in the teaching of information literacy skills?
- i. How can it be demonstrated that records are sufficiently complete to facilitate effective management and demonstrate use of learning resources?
- j. What regular communications are available to provide up-to-date information on learning resources and services?
- k. How do written agreements document cooperative arrangements with external institutions and protect student interests?

11. ACADEMIC PROGRAMS

11a. CURRICULUM

- a. What is the relationship of the curriculum to the institutional mission?
- b. What research has been undertaken to compare curriculum content with norms in the higher education community?
- c. In what ways does the curriculum require students to engage in higher level cognitive activities such as research and critical analysis?
- d. To what extent is curricular content consistent with program objectives?
- e. To what extent is there evidence that direct study of the Bible is required and that this study results in the mastery of skills necessary for lifetime study of the Scriptures?
- f. What evidence is there that students graduate with a comprehensive knowledge of the Bible and a biblical world-view?
- g. What evidence is there that curriculum content addresses the students' cultural setting?
- h. What evidence is there that the curriculum of each program reflects a coherent pattern that requires students to progress from foundational to advanced studies?
- i. What evidence is there that the curriculum is reviewed regularly by the total faculty and that this review process results in improved curricular offerings?

Undergraduate

- 1. What evidence is there of effective integration of biblical, professional, and general studies?
- 2. Do all academic programs meet the minimum hours required in Bible/Theology? If not, has the institution demonstrated a satisfactory alternative?
- 3. Does the general education core meet the credit requirements and include courses in the humanities, the social, behavioral and natural sciences, and mathematics?
- 4. Does the total number of hours for the degree meet the minimum credit hour requirement?
- 5. What evidence is there that the curriculum of professional programs includes supervised experience and leads to competency in the area of specialization?

Graduate

1. How do graduate programs offered fit within the mission and purposes of the institution?
2. How are graduate programs more focused in content and academically advanced than undergraduate programs?
3. How do the graduate programs foster effective ministry competencies?
4. What evidence is there that the curricula challenge students to engage in research and to think independently?
5. Do all academic programs have a pre-requisite and/or curricular requirement in biblical/theological studies? If not, has the institution demonstrated a satisfactory alternative?
6. What evidence is there that the academic community is cultivates critical thinking, theological reflection, effective leadership, and ministry practice?
7. What type of practicum or internship experience is required for each academic program?
8. What evidence is there that graduate education is not negatively impacting the quality of the undergraduate programs?

11b. MINISTRY FORMATION PROGRAM

- a. What evidence is there that ministry has priority in the institution?
- b. What percentage of students has a supervised ministry experience in a church context and what percentage, in the community at large?
- c. Does the institution have a written philosophy that describes how it views ministry formation and states the objectives that its program is designed to achieve?
- d. How does the Ministry Formation program measure student progress in ministry and determine satisfactory participation for graduation?
- e. To what extent do Ministry Formation assignments reflect genuine ministry experiences in which the student has opportunity to impact lives spiritually?
- f. What percentage of ministry assignments provides a cross-cultural experience for the student?
- g. To what extent is the faculty integrally involved in the design and evaluation of the Ministry Formation program?
- h. Is there a qualified director with faculty status who is empowered with the authority and resources to develop and implement the Ministry Formation program?
- i. If academic credit is granted, is there evidence that the student's work is supervised by competent professionals, coordinated with classroom instruction, and sufficient in quantity and quality to warrant credit?

11c. ACADEMIC PATTERNS AND PROCEDURES

- a. Does the institution use degree nomenclature that is appropriate to the different degrees and levels being offered?
- b. What evidence is there that the faculty participates in determining requirements for graduation and approves candidates for graduation?
- c. What evidence is there that the academic advising system is meeting student needs?
- d. What procedures are in place to regularly inform students of their progress towards meeting graduation requirements?
- e. What policies and procedures are in place to ensure accurate, secure and safe maintenance of student records?
- f. What policies and procedures are in place for the release of student information in compliance with governmental regulations?
- g. In what are the patterns of faculty organization appropriate to the size and complexity of the institution?
- h. Does the academic calendar for each academic program provide the number of contact hours required by appropriate authorities?

11d. ALTERNATIVE ACADEMIC PATTERNS

- a. What programs utilize alternative academic patterns in the institution?
- b. What evidence demonstrates general faculty and administrative support for these programs?

- c. Are these programs consistent with the institutional mission?
- d. What evidence shows that these programs were developed to meet the special academic needs of a specific constituency?
- e. Describe uses of alternative academic patterns in terms of published good practice benchmarks
- f. What formal processes of faculty oversight, curriculum review, and outcomes assessment demonstrate effectiveness?
- g. Are the uses of alternative academic patterns fully supported?
- h. How does appropriate interaction take place in the programs using alternative academic pattern?
- i. How are students evaluated prior to participation in order to determine their likelihood of success?

Conclusion

The conclusion, the final component of a compliance document, should summarize all of the issues identified as a consequence of comparing institutional characteristics with the eleven standards for accreditation. Within the conclusion, an effort should be made to prioritize the issues and determine those that are of sufficient weight to be passed on for treatment in the planning process. Normally, document is not recycled with the kind of regular intensity as assessment and planning processes (which are ongoing on an annual basis.) Once the expectations of the standards are met and exceeded, it is unnecessary to constantly reconfirm compliance unless changes are experienced that jeopardize full implementation of the standard. Normally, a quality assurance document will be prepared each time an institution is about to be reviewed by an evaluation team.

As an institution develops an assessment plan and a planning document (as discussed below), it is addressing standards that are treated in the compliance document. Additionally, data generated for quality assurance purposes will often have assessment value. Accordingly, there is a good amount of interplay among the compliance, assessment, and planning documents.

Accreditation Documents—Programmatic Review

The documentation required for programmatic accreditation is prepared on the basis of three assumptions. First, the institution has institutional accreditation with a recognized accreditor. Second, the institution has an ongoing assessment process that operates in compliance with the requirements of its institutional accreditor. Third, the institution has implemented a planning process that is satisfactory to its institutional accreditor. For ABHE, then, it is expected that a document will be prepared to demonstrate that the program or programs to be accredited comply with the ABHE standards for accreditation. In preparing this document, an institution should generally follow the applicable patterns cited above for the completion of a compliance document with institutional accreditation in view. The main difference is that there are fewer standards and the focus will be limited to the specific programs to be reviewed. The questions for institutional engagement are listed below:

Questions for Institutional Engagement – Programmatic Review

- 1. MISSION, GOALS, AND OBJECTIVES**
 - a. To what extent do program objectives reflect the institutional mission and goals?
- 2. ASSESSMENT AND PLANNING**
 - a. Does the institution have a written plan that describes its assessment of academic programs, academic support services and institutional support services?
 - b. What is the balance and integration of objective and subjective assessment measures?
 - c. How are assessment data analyzed and distributed to the appropriate constituencies?
 - d. What evidence identifies program strengths and weaknesses?
 - e. What evidence is there that assessment impacts planning?
- 3. INSTITUTIONAL INTEGRITY**
 - a. What patterns of evidence demonstrate that the institution accurately describes the programs and practices through publications, public statements, and advertising?
 - b. Does the program demonstrate integrity in its communication with all accrediting and government agencies on issues of compliance?
 - c. What evidence is there that fund raising practices accurately present the needs of the institution and protect the interests of the donor?
- 4. ADMINISTRATION**
 - a. What evidence demonstrates that the program has an administrative structure appropriate for its type, size, and complexity?
 - b. What evidence is available to demonstrate that the program director(s) have adequate resources and authority to discharge their duties?
 - c. What evidence is there that the program leaders reflect the programs' constituency and have the academic and professional backgrounds to discharge their duties?
 - d. What evidence demonstrates that the program has effective processes in place for recording, maintaining, and securing accurate administrative records?
 - e. How effective is the system for evaluating the work performance of personnel?
- 5. ORGANIZATIONAL RESOURCES**
 - a. To what extent is the program is staffed with qualified personnel who provide basic services for the various administrative functions?
 - b. What evidence suggests that the institution provides a climate that fosters job satisfaction, collegiality and respect among program personnel?
 - c. Are financial resources adequate to support the program?
 - d. What evaluation processes are employed to ensure that facilities and equipment are sufficient and well-maintained to support quality education?

- e. How effectively do the institution's technological capacities support the program?
- f. What processes are in place to keep abreast of technological advances?

6. ENROLLMENT MANAGEMENT AND STUDENT SERVICES

- a. How do recruitment strategies reflect the program(s) purpose?
- b. What evidence exists that admissions personnel communicate clearly and in a timely manner with prospects and applicants?
- c. What strategies are in place to evaluate and upgrade recruitment materials?
- d. What measures are used to ascertain the spiritual commitments and academic ability of applicants?
- e. What pre-requisites or admissions requirements ensure that students are capable of pursuing advanced graduate studies in their disciplines?
- f. Can it be demonstrated that transfer credit policies and practices are consistent with the requirements of the Association's policy on awarding credit?
- g. When are the institution's transfer credit policy and the number of credits to be awarded communicated to applicants?
- h. What evidence exists to document that assessment results are used to improve the retention.
- i. How effectively are student services used to integrate the academic and personal development of students?
- j. What evidence demonstrates that co-curricular programs facilitate leadership development?
- k. To what extent do students participate in institutional decision-making processes and influence institutional policy changes?

7. FACULTY RESOURCES

- a. What evidence suggests a spiritually mature faculty who are providing a Christ-like role model for students?
- b. What evidence indicates that the number and expertise of faculty are adequate to ensure the continuity, coherence, and quality of the academic program(s)?
- c. What percentage of faculty hold at least a master's degree from an accredited institution in their primary teaching area and at least 15 graduate credits in their secondary teaching area? Are exceptions limited and documented by personal vitae?
- d. What percentage of faculty holds terminal degrees from accredited institutions?
- e. Can it be demonstrated that the institution has up-to-date documentation of faculty credentials?
- f. What is the evidence that the institution has developed and implemented policies and procedures for the recruitment, appointment, evaluation, promotion, tenure, grievances, discipline, and dismissal of faculty based on principles of fairness and regard for the rights of individuals?
- g. What evidence indicates that the institution follows a process of faculty appointment that includes appropriate involvement of related academic personnel and administration?
- h. What evidence indicates that faculty are contributing to the increase of knowledge, strengthening of the church, and the enhancement of the community?
- i. What evidence is available to demonstrate that the faculty provide academic leadership in the development of educational programs?
- j. What evidence is there that adequate institutional funds are expended for the professional advancement and development of faculty?
- k. What evidence is available to demonstrate that the institution has adequately documented and implemented a statement of academic freedom within the context of the institutional mission?

8. LIBRARY AND LEARNING RESOURCES

- a. To what extent do representatives from the library staff participate in curricular planning?
- b. What patterns of evidence are available to illustrate that the faculty is engaged in the analysis of resource adequacy and the selection/de-selection of resources?

- c. What evidence is available to demonstrate that adequate funding is provided to procure essential learning resources, to sustain the use of current technology, and to provide adequate reference and information assistance?
- d. How can it be demonstrated that records are sufficiently complete to facilitate effective management and to demonstrate use of learning resources?

9. ACADEMICS

9a. CURRICULUM

- a. What is the relationship of the curriculum to the institutional mission?
- b. What research has been undertaken to compare curriculum content with norms in the higher education community?
- c. In what ways does the curriculum require students to engage in higher level cognitive activities such as research and critical analysis?
- d. To what extent is curricular content consistent with program objectives?
- e. To what extent is there evidence that direct study of the Bible is required and that this study results in the mastery of skills necessary for lifetime study of the Scriptures?
- f. What evidence is there that students graduate with a comprehensive knowledge of the Bible and a biblical world-view?
- g. What evidence is there that curriculum content addresses the students' cultural settings?
- h. What evidence is there that the curriculum of the program(s) reflects a coherent pattern that requires students to progress from foundational to advanced studies?
- i. What evidence is there that the program(s) are reviewed regularly by the faculty and that this review process results in improved curricular offerings?

Undergraduate

- 1. What evidence is there of effective integration of biblical, professional, and general studies?
- 2. Do all academic programs meet the Association's minimum credits required in Bible/Theology? If not, has the institution demonstrated a satisfactory alternative?
- 3. Does the general education core meet the credit requirements and include courses in the humanities, the social, behavioral and natural sciences, and mathematics?
- 4. Does the total number of hours for the degree meet the minimum credit hour requirement?
- 5. What evidence is there that the curriculum of professional programs includes supervised experience and leads to competency in the area of specialization?

Graduate

- 1. How do graduate programs offered fit within the mission and purposes of the institution?
- 2. How are graduate programs more focused in content and academically advanced than undergraduate programs?
- 3. How do graduate programs foster effective ministry competencies?
- 4. What evidence is there that the curricula challenge students to engage in research and to think independently?
- 5. Do all graduate programs have a pre-requisite and/or curricular requirement in biblical/theological studies? If not, has the institution demonstrated a satisfactory alternative?
- 6. What evidence is there that the academic community cultivates critical thinking, theological reflection, effective leadership, and ministry practice?
- 7. What type of practicum or internship experience is required for each academic program?
- 8. What evidence is there that graduate education is not negatively impacting the quality of the undergraduate programs?

9b. MINISTRY FORMATION PROGRAM

- a. What evidence is there that ministry has priority in the program(s)?
- b. What percentage of students has a supervised ministry experience in a church context and what percentage in the community at large?
- c. Does the institution have a written philosophy that describes how it views ministry formation and states the objectives that its program is designed to achieve?

- d. How does the ministry formation program measure student progress in ministry and determine satisfactory participation for graduation?
- e. To what extent do ministry formation assignments reflect genuine ministry experiences in which the student has opportunity to impact lives spiritually?
- f. What percentage of ministry assignments provides a cross-cultural experience for the student?
- g. To what extent is the program faculty integrally involved in the design and evaluation of the ministry formation program?
- h. If academic credit is granted, is there evidence that the student's work is supervised by competent professionals, coordinated with classroom instruction, and sufficient in quantity and quality to warrant credit?

9c. ALTERNATIVE ACADEMIC PATTERNS

- a. Do the programs utilize alternative academic patterns?
- b. What evidence demonstrates general faculty and administrative support for these programs?
- c. Are objectives of programs utilizing these patterns consistent with the institutional mission?
- d. What evidence shows that these programs were developed to meet the special academic needs of a specific constituency?
- e. Describe uses of alternative academic patterns in terms of published good practice benchmarks

ATTRIBUTES NEEDED FOR SUCCESSFUL SELF-STUDY PROCESS

Internal Motivation

The most important ingredient necessary to ensure a successful self-study effort is internal motivation, i.e. that participants in the self-study process approach the exercise with a genuine expectation that the process will generate significant benefits for the institution by documenting its strengths, and creating valid solutions for its real problems. Institutional leaders hold the key for determining the level of internal motivation. If self-study is rightly understood as having internal value, personnel will be more apt to become excited about it and committed to the process. Accreditation should simply be viewed as a byproduct of processes that benefit the school. Institutional leaders must understand that their enthusiastic commitment is essential to the fostering of a climate necessary for a successful self-study effort. If they approach the self-study project primarily as a requirement for accreditation of an external regulatory agency or as the preparation of a public relations document, many of the benefits of the process will be lost.

Wide Participation

The self-study effort must involve almost everyone at the institution, not just one individual or an outside consultant. Board members, administrators, faculty, staff, students, alumni, and the supporting constituency should all be involved in some way. Although the administration and faculty will have primary responsibility for implementing the self-study processes, their effectiveness will be severely limited unless these others are also involved. If tasks are properly distributed, and if each participant is given a clear explanation of his/her responsibilities, the self-study processes will not overburden any individual. An obvious benefit broad involvement is the resulting general ownership of the process. Ownership is a critical element of successfully implemented processes. An editor is useful in preparing documents that are well organized and read smoothly.

Self-Study Mechanism

It is vital for the self-study effort to identify and put into place ongoing data collection and decision-making "machinery" that will facilitate continual evaluation and improvement in the institution. Institutional growth will occur only as those mechanisms are established and functioning. Growth in quality is the most important facet of the process regardless of its consequences for accreditation.

Barriers to Successful Self-Study

The absence of any of the above attributes for successful self-study constitutes a barrier.

Lack of a Clear Mission

The most serious barrier is the lack of a clearly defined mission. It is impossible to measure institutional effectiveness if an institution is not clear on what it is supposed to achieve. Similarly, an institution cannot demonstrate its effectiveness if its mission, goals, and objectives are not clearly interrelated, or if its intended outcomes cannot be measured.

Lack of Adequate Data Collection Systems

A common problem among developing institutions is a lack of information because of inadequate data collection systems. In such cases, a central outcome of the self-study process must be the initiation of good data collection practices which will become a routine aspect of the on-going life of the institution. After obtaining an inventory of the types of data presently available on campus, a determination must be made as to how other useful data will be collected and utilized. Only as such additional data becomes readily available can institutions have a basis for proper decision making and planning.

Lack of Understanding

Lack of understanding of or experience with the processes can serve as barriers to effective self-study. Because of personnel changes, this may even be the case among institutions that have been accredited for many years. Furthermore, since the accreditation process is dynamic, what was done on a previous evaluation may no longer be applicable. Accordingly, the Association has offered self-study workshops to serve both as an introduction to and a refresher in the process. Also, sample sections of good self-study reports are available upon request through the Association office. The professional staff is available for brief telephone or more extensive on-site consultation regarding the preparation of a self-study report.

Lack of Trust

A serious barrier to successful self-study is the lack of trust among the personnel of an institution. If an institution operates under a negative management philosophy (more concerned with fixing blame than finding solutions), people will tend to hide weaknesses rather than expose them so that they can be remedied. Accordingly, it is essential that an institution's leadership establish an open climate where people will feel comfortable exposing weaknesses in their sphere of operation. There should be widespread recognition that everyone in the organization can improve his or her performance with the support of colleagues. A thorough self-study exercise conducted with wholesome attitudes can serve to build a corporate culture of trust where that may have been lacking previously.

Lack of Commitment

The leaders of the institution will provide the example of the attitude personnel will have toward the process. Where the leaders are uncommitted, faculty and staff will likely allow a fear of change to dominate, resulting in little constructive activity. Further, insecure administrators often feel threatened when they sense that developments might get out of their control. They resist objective evaluation for fear that they might lose some "power."

Lack of Resources

A lack of resources can be very detrimental to the self-study process. It takes valuable staff time to undertake the research needed for self-study. Data collection instruments can be costly, whether purchased commercially or developed in-house. Special needs may necessitate the development of a number of internal instruments. The ABHE office has a growing collection of sample instruments that have been developed by member institutions. As institutions incorporate systems for on-going assessment and planning, the costs of preparing future self-study materials for accreditation purposes should be reduced.

Lack of Proper Planning

Poor planning is a significant barrier to the completion of quality self-study materials. Institutions may wish to acquaint themselves with the Program Evaluation Review Technique (PERT) or Critical Path Method (CPM) management practices. Helpful resources include *Jedamus and Peterson, Improving Academic Management: A Handbook on Planning and Institutional Research*, (San Francisco, CA: Jossey-Bass, 1980) and *Keller, Academic Strategy* (Baltimore, MD: John Hopkins Press, 1980).

Organizing to Produce the Self-Study Materials

Self-study is an ongoing endeavor involving assessment, data collection, evaluation, decision making, and planning. These continuous processes do not necessarily culminate in formal reports. To properly complete the required processes, it is recommended that a steering committee be organized. This committee provides leadership to the overall self-study effort and elicits broad participation throughout the institution and its constituency. The steering committee should be composed of representative administrators, subcommittee personnel, faculty, board members, and even students. The size and the complexity of the committee will depend largely on the size and complexity of the institution. It should issue charges to the various subordinate committees regarding their respective responsibilities. It should, further, establish conventions for writing the documents especially with respect to format and style. It also is responsible to establish deadlines for the completion of various self-study tasks. It monitors the quality of self-study products, and facilitates tasks that require coordination between two or more subcommittees.

It is often desirable to establish separate subcommittees for each of the documents to be prepared. It is also common to organize subcommittees around the ABHE standards. Subcommittees should be composed of those who have primary responsibility for the particular area of self-study investigation. These committees may be augmented with representation from the board, students, and alumni. Students should most certainly be present on subcommittees dealing with learning outcomes and addressing student development and services.

By fostering wide participation in the various self-study processes, no single individual should ever end up with a disproportionate amount of responsibility with respect to the process.

The steering committee is responsible to ensure that the self-study documents all fit together. Except for the introductory materials needed to ensure that each document is able to stand on its own, redundancy should be avoided. It is desirable to ensure that style and format are consistent among each of the three major self-study documents. The text a given document should seldom ever exceed 100 typewritten pages. Normally, the compliance document will contain the most text. Longer documents should be analyzed to determine if data has been included that should be placed in an appendix.

Many institutions utilize the "Critical Path Method" to schedule the process. This method establishes the date for completion of the material and then works backwards, allowing a specific amount of time for each facet of the process. Efforts are made to identify any particularly time consuming tasks, so that extra time or resources can be allotted for their completion. The idea is to identify any "bottlenecks" that might delay the project and then determine how to eliminate or compensate for them. Of course, assessment and planning should be ongoing, but, at least 18 months should be allowed to complete a quality assurance document.

At a minimum, **eight (8) electronic copies of the self-study documents should be prepared (including any appendices)**. Please submit files compatible with Microsoft Office or .PDF formatting on a labeled CD/DVD/USB or if file size permits, by email to coa@abhe.org. If sending CD/DVD/USB, you will forward three (3) to the ABHE office and you will also send a CD/DVD/USB directly to each team evaluator. At least one print copy should be accessible in the workroom during the evaluation visit. Unless otherwise granted by the Commission, institutions seeking **candidacy or initial accreditation must submit their documents by November 1** for visits occurring the following calendar year. Institutions seeking **reaffirmation**

of accreditation should submit materials approximately eight (8) weeks prior to the scheduled visit.

Staff Assistance

The Association staff stands ready to assist institutions in their self-study efforts. It is strongly advised that institutions seeking candidacy or initial accreditation take advantage of regular staff consultation during the self-study process. Similarly, mature institutions that have experienced extensive change or new leadership since the last ABHE evaluation would be advised to request staff assistance.

At each Annual Meeting of the Association there is an emphasis on Self-Study. Normally, there is a workshop on Thursday morning right before the convention officially begins. There are often workshops on self-study issues during the convention itself. Institutions preparing for accreditation visits should ensure that key personnel attend these workshops.

Coordination with Other Agencies

Many ABHE members are also accredited by one of the regional or other recognized national accrediting commissions. When it is acceptable to the other agency, ABHE is pleased to cooperate with institutions and their other accrediting bodies in conducting joint or coordinated visits. ABHE member institutions wishing to coordinate self-study processes, documentation, and evaluation visits with other recognized agencies must submit a written proposal to Commission staff requesting permission and seeking guidance regarding coordinated self-study. Generally, as indicated above, self-study compliance documents prepared for regional bodies can be used for the ABHE evaluation process provided that data is current and that the report is indexed to ABHE Standards and supplemented to address ABHE's unique standards. ABHE standards that have unique dimensions are identified in Appendix K. Regardless of whether required by the coordinating agency, ABHE requires submission not only of a compliance document but also a separate assessment plan document and planning document, in accordance with specifications outlined in the policy on "Accreditation Procedures (Manual, pp 84ff) and Appendices B & C (pp. 44-58) of this Guide to Conducting a Self-Study.

Some ABHE members hold programmatic accreditation with other agencies such as those for music, social work, or teacher education as well. ABHE is willing to conduct joint visits with the various specialized accrediting agencies. If such a visit is desired, the Association staff should be contacted to work out the details.

Special Considerations

A Positive Cost-Benefit Ratio

The self-study process should have a positive cost-benefit ratio. It is especially important that positive ratios exist for assessment and planning processes. There is a common tendency for developing institutions to hire consultants from larger, more mature colleges and universities to help them with the assessment and planning processes. One of the dangers of this practice is that the consultant may encourage implementation of models that are too elaborate for the size and programs of the institution. When this happens, administrators will find it difficult to sustain the processes established. ABHE is striving to assist institutions in developing processes that will function over the long haul to enhance their quality. In the long run, a process that is not sustainable will fail to accomplish its purpose. Accordingly, if processes are too elaborate and costly, they will need to be scaled back until a positive cost-benefit ratio is achieved.

There are two primary means for establishing processes that have positive ratios. First, the processes can be stretched. In other words, anticipated activities can be spread over longer periods of time. Second, the processes can be simplified. It is not necessary to examine or test everything. Priorities must be established. For example, in areas where an institution is obviously enjoying good success, there is likely little need to engage in elaborate processes. Rather, the focus of evaluation and planning should shift to strategic areas where compliance or effectiveness is in doubt. If compliance or effectiveness has been firmly established for an area, it can probably be removed from further consideration, at least, until major changes occur. When changes occur, the factor will need to be examined again to confirm that the changes have not adversely impacted past successes.

An Ongoing Character

Second, given that self-study, including assessment and planning, is to be an ongoing, cyclical activity, it should be apparent that, at any given time, the documents submitted to ABHE will be transitory in nature. They will normally include items that are anticipated, underway, and completed. With respect to an assessment plan, for example, it should be possible to include in an appendix samples of instruments utilized for measures that are underway or completed. In some cases, it may also be possible to include instruments for assessments that are merely anticipated. The appendix also should include summary data or findings for measures that have been completed. Obviously, as implementation of an assessment plan unfolds, the items in the appendix may vary a great deal over time.

Similarly, planning should be ongoing. Plans will always have past, present, and future components. Plans implemented constitute the past component. They are the object of evaluation efforts. Plans in the process of implementation are the present component, and plans for the year ahead and those projected for years two through five obviously constitute the future component.

The Integration of Documents

Third, there are two givens in a self-study process that are often overlooked by institutions submitting such materials to ABHE:

- 1) There must be an obvious connection between the assessment results and the planning document. Failure to make such a connection is sure to result in recommendations for improvement;

- 2) The assessment plan must be tied to budget. Again, failure to tie the plan to budget will surely result in recommendations.

Similarly, the planning document must reflect input from both the assessment plan and the compliance document. There should be no question about the inter-relationships among the three documents. The planning document must also be carefully tied to the institutional budget. It should be obvious that the assessment and planning cycles are tied to the budgetary cycle. As indicated earlier, assessment should precede planning and planning should precede budgeting. It can be expected that issues identified through the self-study process in one year will be treated via the planning process the following year. The effectiveness or results of actions taken to deal with the issue would be evaluated in the subsequent year.

Alternative to the Compliance Document

Although assessment and planning processes should operate on a continuous, cyclical basis, it is not necessary to continuously document the compliance with criteria. An assumption underlying the documentation of compliance or quality assurance is that, with respect to its general features, the institution enjoys a good record of stability. Therefore, if its compliance document demonstrates general satisfaction of the Criteria for Accreditation and if the institution enjoys a good level of stability, there will be little doubt regarding institution's continuing compliance with the criteria over time. Assuming that the assessment and planning processes are properly functioning, the institution should achieve ever higher levels of quality as time passes.

ABHE's annual reporting process is designed to bring to light unexpected changes in institutional stability. Should the data submitted on the annual report form reveal that the expected stability is not present, the Commission may ask an institution to provide evidence of its continued compliance with specific criteria. In the absence of such a request, the institution will be expected to demonstrate its satisfaction of the criteria only when it is facing a review by an evaluation team.

Mature institutions, accredited by another recognized agency, may request a joint or coordinated visit. In such cases, ABHE will accept the self-study materials prepared for the other recognized agency as long as they are prepared in a manner that covers ABHE's unique Standards (cf. Appendix K). This can be done directly in the materials prepared for the other agency or it can be accomplished through a special supplementary report prepared specifically for ABHE that deals directly with its unique standards. For coordinated visits, institutions choosing this option are required to submit the other agency's team report to ABHE's Commission on Accreditation in addition to any report prepared by ABHE's own evaluators. ABHE will normally send an evaluation team of reduced size for such visits.

Appendix A

Suggested Outline for a Compliance Document

I. Introduction

- A. Background/History of the Institution
- B. Institutional Mission and Goals (Intentions)
- C. Process employed for Development of the Assessment Plan
- D. Participants in the Development of the Assessment Plan

II. Standards

- 1. **Mission, Goals, and Objectives**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 2. **Student Learning, Institutional Effectiveness & Planning**
- 2a. **Assessment of Student Learning**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 2b. **Assessment of Institutional Effectiveness & Planning**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 3. **Institutional Integrity**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 4. **Authority and Governance**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 5. **Administration**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 6. **Institutional Resources**
- 6.a. **Human Resources**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 6.b. **Financial Resources**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 6.c. **Physical Resources**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 6.d. **Technological Resources**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
- 7. **Enrollment Management**
- 7.a. **Recruitment**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion

- c) Documentation
 - 7.b. **Admissions**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 7.c. **Financial Aid**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 7.d. **Retention**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 8. **Student Services**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 9. **Faculty**
 - 9.a. **Faculty Qualifications, Development and Welfare**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 9.b. **Faculty Decision Making**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 10. **Library and Other Learning Resources**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 11. **Academic Programs**
 - 11.a. **Curriculum**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 11.b. **Ministry Formation Program**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 11.c. **Academic Patterns and Procedures**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - 11.d. **Alternative Academic Patterns**
 - a) Description/Explanation/Analysis
 - b) Evaluative Conclusion
 - c) Documentation
 - III. **Conclusion**
 - A. **Summary of Issues**
 - 1) Strengths
 - 2) Concerns (weaknesses, threats, opportunities)
 - B. **Priorities among issues**
- Appendix A - Exhibits (as appropriate)
- Appendix B - Statistical Abstract (see Appendix H)

Appendix B

The Assessment Plan

Mature institutions will typically have well-developed assessment processes that function on an ongoing basis to identify issues that need to be addressed. ABHE permits great latitude in the development of assessment processes and plans. At the same time, developing institutions, and, indeed, some institutions that have long histories are often looking for models of assessment systems that can be employed. ABHE standards anticipate that assessment processes will be centered around an institution's mission, goals, and program specific objectives. Some schools build assessments around a collection of instruments. As a matter of principle, an institution's mission, not the availability of assessment instruments, should drive the assessment process. The mission focused approach is illustrated in Figure 1 (page --).

Because the mission expresses institutional "intentions," the basic idea behind assessment is to compare the results of institutional activities with institutional intentions to establish evidence that an institution is actually accomplishing its publicly stated aims.

The term assessment "plan" is used to reflect the reality that it is impossible to assess all aspects of an institution's operations all the time. Because it is important to assess all aspects of an institution over time, it becomes necessary to create a plan for determining when specific programs or administrative units will be assessed. Two considerations must be balanced, the frequency of assessment must be sufficient to identify and correct problems in a timely fashion, but the process must be distributed in a manner that makes wise use of institutional resources and minimizes the "burden" of the process. Essentially, the process must be "right sized" in the context of an institution's resources. More will be said about this later.

A good assessment plan will feature at least four distinct parts: an introduction, a section on student learning, a section on institutional effectiveness, and a conclusion. The sections on student learning and institutional effectiveness relates to ABHE standard #2.

Figure 2 diagrams these components.

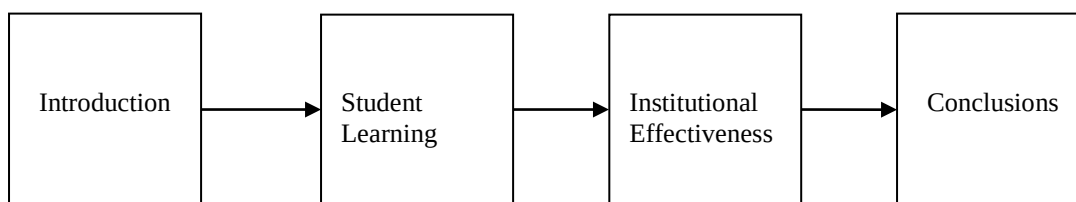


Figure 2

Introduction

As with a compliance document, an assessment plan's introduction will typically feature four kinds of information. It will briefly describe the history and mission of the institution. It will outline the process that has been used to ensure that the mission, with its corresponding statements of goals and program specific objectives, has been expressed in the best possible form. It will describe the process used in developing the assessment plan, and it will identify the participants who worked to develop and implement the assessment plan. It is acceptable to have some redundancy between the assessment plan and other self-study documents since it is

desirable to develop a document that can stand on its own for users who may not have access to the other self-study documents.

The Body (Student Learning)

The assessment plan includes a section dealing with student learning (Standard 2a). This section can rather naturally be divided into two parts. The first part deals with assessment of student learning which “cuts across” the curriculum. It relates to institutional goals, and learning objectives/competencies for the core curriculum that apply to all students. Be aware of cases in which the expected outcome of student learning may depend on the specific major or course of study taken.

The Body (Institutional Effectiveness)

The second body of an assessment plan requires program specific assessment of institutional effectiveness and planning (Standard 2b). Some institutions divide this section into two parts: One dealing with functions essential for the maintenance of the organization. The president’s office, the business office, the development/public relations office, maintenance and grounds would be typical of these administrative units or departments. The other part covers the assessment units that support instruction. The library, the student dean’s office, the registrar’s office, and the admissions office are examples of such units. The ABHE Commission has no strong preference regarding the organization of this material.

Regardless of how the section is organized, it is expected that each administrative unit will have its own operational objectives, and definitions of related “key results.” The key result should define appropriate achievement of the operational objectives. In evaluating effectiveness, the task is to compare the actual results of operations with expected key results. Since the process is self-study, it is the task of each administrative unit to gauge its own effectiveness. Factors to consider in evaluating effectiveness include: the appropriateness of the unit’s operational goals or objective; the availability of appropriate operating policy and procedural manuals; the adequacy of budgetary allocations and expenditures; the adequacy of personnel/resources; the effectiveness of the unit in providing expected services or performing required functions; the state of unit maintenance; the adequacy and/or inclusiveness of planning processes, and the effectiveness of evaluative procedures.

Learning Common to All Students

For ABHE institutions, the intentions most commonly assessed relate to Bible knowledge, biblical world-view, spiritual formation, attitudes/values, communications skills, interpersonal skills, problem solving skills, and general education knowledge.

Program Specific Learning

The second student learning section is the program specific part. Most ABHE institutions offer a variety of majors, each designed to achieve distinct outcomes in the lives of students who enroll in them. Those who pursue a program in pastoral studies, for example, would be expected to have knowledge and competencies that are quite different from those who study music and vice-versa. In designing an assessment plan, it is important to identify a select number of distinct or critical factors that represent key outcomes anticipated for the program. These should typically be outcomes that would not be expected of all students, but rather should uniquely characterize students who complete the specific program.

An effective plan will key on select factors that students typically find to be quite challenging. Limits placed on the number of factors to be tested will ensure that the assessment plan does

not become unwieldy. It is, therefore, suggested that no more than three to five factors be examined in a given assessment cycle. Obviously, the more complex an institution's offerings, the more extensive this part of the assessment program becomes.

Typical factors assessed at the program level include: knowledge of the content of the discipline, inculcation of appropriate attitudes/values related to the discipline, competencies appropriate to the discipline, admission to advanced education, successful placement in positions appropriate to the discipline, and career success.

Designing the Plan

A well-prepared assessment plan for student learning will typically be developed using a grid that includes at least four types of information. First, the intentions to be assessed must be identified. Second, for each intention listed, an acceptable level of performance must be defined. Third, the means for measuring achievement or the result of the learning activities should be established. Fourth, and finally, after the measure is completed, the results secured must be compared with the expected level of performance. Where expectations are satisfied, institutional personnel can rest secure in the knowledge that, indeed, the evidence demonstrates that are accomplishing their intentions. Where performance falls below expectations, an issue(s) emerge(s) that must subsequently be fed into the planning process for corrective action. (This will be discussed in detail later.)

In developing an assessment plan, the very first step to be taken should be to identify activities already underway that might fit within an assessment grid. Once these are incorporated into the assessment process, it becomes easier to determine new activities that should be initiated to develop a comprehensive plan. Perhaps, the most difficult task that must be completed in developing an assessment plan is developing a definition of acceptable performance for the learning goals, objectives, or competencies. The definition established will often dictate the means of measurement that must be employed.

There are various forms of presentation that can be effectively used in preparing self-study documents. One popular approach is sometimes called the **columnar** format. See Figure 3 for a sample of a grid that presents the four types of information discussed above. Another popular mode of presentation is called the **pancake** format. Essentially, it is an outline of the type presented in Figure 4. The columnar format is particularly effective in presenting a lot of information concisely. The pancake style is better suited for situations where there is a high degree of complexity. Accreditation documents will typically use combinations of both formats to effectively communicate information.

Intentions	Acceptable Performance Defined	Measures	Findings/Issues

Figure 1

A four column chart is effective in presenting an assessment plan dealing with student learning as indicated in *Figure 1*. In considering the chart, it should be recognized that there is not a

simple one-to-one relationship between intentions and measures. One measure may address several intentions. On the other hand, a single intention may demand several measures.

Regardless of the relationship between intentions and measures, for each measure, there is a subset of issues that must be addressed. See Figure 2 below. First, it is necessary to determine the sample population to be assessed. Second, it is essential to establish the frequency or cycle of measure (i.e. biennial, at entrance, at exit, etc.). If the means of measure, the sample population, and the schedule for measure are all known, it should then be possible to establish the cost of the measurement for budgetary purposes. This is essential to ensure that the plan is funded. Additionally, it must be decided who will be responsible for initiating or implementing the measure. Who will be responsible for analyzing the data generated by the measure? Who all will need the data once it becomes available?

Information relating to Measure #1

Sample Populations
 Freshman
 Seniors
 Frequency or cycle of measure
 At entry
 At exit
 Costs
 \$250/cycle
 \$125/cycle
 Person responsible
 Dr. Smith
 Responsibility for Analysis
 Office of Institutional Research
 Distribution
 Faculty
 Board of Directors

Information relating to Measure #2

Sample Population
 Random sample pastoral studies, etc.

Figure 2

Conclusion

The final section of a comprehensive assessment plan is the conclusion. The conclusion should summarize the major issues that have been identified through the assessment process. It should also establish priorities among those issues for the purpose of incorporating them in the SWOT analysis of the planning process. It should also evaluate the effectiveness of the assessment activities implemented, and finally, it should set forth procedures for renewing the assessment cycle.

Assessment plans should be recycled on an annual basis. A comprehensive assessment plan may require five years or more years to work through all of its facets. The pacing of assessment is a critical factor in “right sizing” the plan. Some assessment measures attempted will fail to yield needed results. In such cases, the failure should be acknowledged and (a) new method(s) of measure established to obtain meaningful findings. The recognition that a given measure used has been ineffective will usually necessitate some rescheduling of planned activities. Accordingly, the entire plan must be adjusted to accommodate the need to try again to assess one of its components.

Cost-Benefit

In developing an assessment plan, there are several issues to keep in mind. First, the assessment plan should be cost effective in both human and financial terms. It is very easy to create a plan so cumbersome that the cost of maintaining it is not worth the benefits experienced. A good plan will have a positive cost/benefit ratio. By spreading the assessment of both institutional effectiveness and student learning over time, it is possible to maintain a positive cost/benefit ratio. Furthermore, it is not necessary to assess each goal/objective, academic program, or administrative unit within a given cycle. By selectively determining the critical factors to be assessed, the cost/benefit ratio can be improved. Institutional personnel often know intuitively that results for a given area are comparatively good in relation to intentions. For others, it may be difficult to determine how things are going. In creating an assessment plan, success in achieving a positive cost/benefit ratio will be enhanced by giving priority to those items that do not readily lend themselves to intuition.

Validity-Reliability

The validity and reliability of assessment measures is another concern. Although experimentation is encouraged, it should always be undertaken with a measure of skepticism regarding whether the results are actually what they appear to be. In other words, do we accurately perceive what we are measuring? It is always helpful to get experts from the institution's constituency involved in the process. Their participation can greatly assist in efforts to achieve valid, reliable measures. Such resource people can also help determine the appropriate factors to assess.

A Dynamic Process

An assessment plan should be a dynamic instrument. It will have a "historical component" of assessments completed, a "present component" of assessments underway, and a future component for assessments to be undertaken in forthcoming years. Some components of a plan will be implemented soon after its initial development while others will be scheduled years into the future. While a single activity may measure several goals, objectives, or competencies. It may take several measures to assess a single goal or objective. When assessment results consistently demonstrate strength relative to an intention, specific factor(s) may be dropped from the plan when it is recycled. At the same time, there must be continual alertness to changes that may generate new factors that should be added to the plan. Any changes in mission or institutional goals will normally necessitate significant alterations in the assessment plan.

It is essential that the cycle for implementation of the assessment plan be coordinated with the budget cycle to ensure that the assessment activities scheduled for a given fiscal year are properly funded. In fact, assessment must necessarily precede planning because assessment findings generate the issues that must be addressed by the planning process. Both assessment and planning must precede budgeting because it is necessary to know what activities will be undertaken in the assessment and planning processes in order to provide budget allowances to ensure that these activities are funded.

Annual Assessment Activity-The Institutional Research Report

While the assessment plan serves as the basis for determining when given assessments activities are to be conducted, each year certain assessments are completed. The results of these assessments should be compiled into an **annual institutional research report**. The report for a given year will include a summary of the assessments made during the year and the findings resulting from them. It should include a summary of the data generated by the

assessment activity. It should also provide samples of all assessment instruments that were used in conducting the assessment activities. It is expected that the institutional research report will be completed with enough detail to enable people to conduct longitudinal studies, recognizing that the people who created the institutional research report may be different from those who may later continue this process. As institutional research reports are compiled year after year, they will serve as a rich source of evidence documenting the institution's success in achieving student learning goals. Institutions should have the capacity to demonstrate The issues identified for a given year will normally be included in the conclusion of an assessment plan and in the SWOT analysis of the institutional planning document (to be discussed later in Appendix C. The report for a given year (or series of years) may be included as an appendix to the assessment plan.

Attachments

The appendices of assessment plans will normally include an annual institutional research report, samples of instruments used for measurement. Additionally, they will typically include reports of aggregated findings based on a statistical analysis of the data collected via the measurement processes. The data should facilitate the document user's understanding of the issues identified via the assessment process.

Assessment Staging

It is perhaps helpful to summarize the process described above in terms of a sequence of steps:

- Step #1: Develop a rationale for and dimensions to assess in light of institutional intentions (i.e. mission statement, goals, and program specific objectives for student learning, and operational objectives for institutional/administrative effectiveness.
- Step #2: Determine performance expectations of for each intention to be assessed
- Step #3: Identify, isolate, or develop instruments for use as measures.
- Step #4: Acquire and administer the tests or measures.
- Step #4: Educate personnel on the interpretation of tests findings.
- Step #5: Compile statistics and, as desirable, develop a presentation of results.
- Step #6: Analyze correlations and relate results to the mission statement.
- Step #7: Identify issues to be treated via the planning process.
- Step #8: Evaluation of how well the assessment process yielded desired information.
- Step #9: Refine process to correlate more effectively with the mission statement.

Suggested Outline for an Assessment Plan

An assessment plan can take many forms. The outline below is suggestive only. It is not designed to be comprehensive. While the limited roster of units to be assessed identified below are utilized by most ABHE institutions, they may not be appropriate to a specific institution. For a comprehensive plan, most institutions would need many more units than the abbreviated list of those below.

I. Introduction

A. Background/History of the Institution

B. Institutional Mission and Goals (Intentions)

- C. Process employed for Development of the Assessment Plan
- D. Participants in the Development of the Assessment Plan

II. Assessment of Student Learning

A. Learning across the Curriculum

1. Goal/Objective/Competency – Biblical Knowledge
2. Goal/Objective/Competency – Biblical Worldview
3. Goal/Objective/Competency – Spiritual Formation
4. Goal/Objective/Competency – Values/Attitudes
5. Goal/Objective/Competency – General Knowledge
6. Goal/Objective/Competency – Interpersonal Skills
7. Goal/Objective/Competency – Communications Skills
8. Goal/Objective/Competency – Problem-Solving Skills

B. Program Specific Learning

1. Pastoral Studies Program

- a. Goal/Objective/Competency – Sermon Preparation
- b. Goal/Objective/Competency – Church Administration
- c. Goal/Objective/Competency – Family Issues

2. Missions Program

- a. Goal/Objective/Competency – Cross-Cultural issues
- b. Goal/Objective/Competency – Church Growth
- c. Goal/Objective/Competency

3. Church Music Program

- a. Goal/Objective/Competency – Leading Worship
- b. Goal/Objective/Competency – Choral Conducting
- c. Goal/Objective/Competency – Music Program. Admin

III. Institutional Effectiveness

A. Administrative Units supportive of Instruction

1. Admissions Office

- a. Operational Objective – High Quality Applicants
- b. Operational Objective – Rapid Turnaround
- c. Operational Objective – Complete Files

2. Learning Resources

- a. Operational Objective – Collection Development
- b. Operational Objective – Timely Services
- c. Operational Objective - Effective Instruction

3. Student Personal

- a. Operational Objective – Effective Student Support
- b. Operational Objective – Sound Leadership Development
- c. Operational Objective - High Student Retention

B. Administrative Units for Institutional Maintenance/Well-being

1. President's Office

- a. Operational Objective – Effective Leadership
- b. Operational Objective - Vision Casting
- c. Operational Objective - Expanded constituency

2. Business Office

- a. Operational Objective – Financial Stability

- b. Operational Objective - Timely Financial Information
- c. Operational Objective - Accurate Budget Forecasting

3. Development Office

- a. Operational Objective – Increased Gift Income
- b. Operational Objective – Expanded Visibility
- c. Operational Objective – Use of New Media

IV. Conclusion

- A. Summary of Key Issues
- B. Establishment of Planning Priorities
- C. Process for Renewal of Assessment planning

Appendix 1 - Annual Institutional Research Report(s)

Appendix 2 - Assessment Instruments

Appendix 3 - Assessment Data/Results (Raw Data)

The following assessment model grew out of a project led by Dr. Dale Mort of Lancaster Bible College. The model is intended to serve as a general assessment of student achievement relating to *typical* outcomes among ABHE members member institutions. The model does not deal with program specific assessments of student achievement, nor does it specifically address many general questions relating to institutional effectiveness. It does not, for example, deal with retention rates, graduation rates, or placement rates. However, it is provided to assist institutions as a starting point in satisfying the requirements of Standard #2a. The Commission has recommended its publication in the self-study guide as an illustration of its expectations. The Commission has also affirmed its use as a teaching tool by the ABHE staff and other Commission representatives as they work with institutions pursuing accreditation.

ABHE Suggested Rotation of Assessment Instruments¹

Category	Year 1	Year 2	Year 3
	1st Semester Freshmen	1st Semester Freshmen	1st Semester Freshmen
Bible Knowledge	ABHE Bible Content Assessments [to be revised]	ABHE Bible Content Assessments [to be revised]	ABHE Bible Content Assessments [to be revised]
Spiritual Formation	ABHE Spiritual Formation Assessment [instrument to be developed] OR Furnishing the Soul Inventory ²	ABHE Spiritual Formation Assessment [instrument to be developed]	ABHE Spiritual Formation Assessment [instrument to be developed]
Student Engagement / Proficiencies & Learning Outcomes		National Survey of Student Engagement	ETS Proficiency Profile (formerly MAPP) OR ³ Collegiate Assessment of Academic Proficiency (CAAP)
	2nd Semester Freshmen/Sophomores/Juniors	Faculty/Staff	Faculty/Staff
Student Satisfaction / Institutional	Student Satisfaction Inventory Noel-Levitz	Institutional Priorities Survey Noel-Levitz	Best Christian Workplaces
	2nd Semester Seniors	2nd Semester Seniors	2nd Semester Seniors
Bible Knowledge	ABHE Bible Content Assessments [to be revised]	ABHE Bible Content Assessments [to be revised]	ABHE Bible Content Assessments [to be revised]
Spiritual Formation	ABHE Spiritual Formation Assessment [instrument to be developed] OR Furnishing the Soul Inventory ²	ABHE Spiritual Formation Assessment [instrument to be developed]	ABHE Spiritual Formation Assessment [instrument to be developed]

Student Satisfaction / Engagement / Proficiencies & Learning Outcomes	Student Satisfaction Inventory Noel-Levitz	National Survey of Student Engagement	ETS Proficiency Profile (formerly MAPP) OR ³ Collegiate Assessment of Academic Proficiency (CAAP)
	Others	Others	Others
Institutional / Alumni	ABHE Alumni Survey [instrument to be developed] administered every five years ⁴		

¹It should be noted that: (1) This schedule is meant to identify some means of assessing the major institutional-wide categories of outcomes. Not all areas of interest, most notably course-level accomplishment of learning outcomes, have been included. (2) Following the ABHE Suggested Rotation of Assessment Instruments provides institutions with just one means of assessing each of these critical areas. Additional means should be incorporated to provide a 'triangulation' of assessment findings.

² Since some CCCU institutions administer the Furnishing the Soul Inventory, ABHE schools may decide it advantageous to administer this inventory occasionally for comparative data.

³A choice is being given here as the ABHE institutions participating in the survey project were evenly split between those which use the ETS Profile and those which use the CAAP. Lost of accurate historical and longitudinal data would result if institutions made the switch at this time.

⁴ One of the main goals of an alumni survey would be to track job and graduate school placement of ABHE graduates. An ABHE specific alumni survey would allow for agreed upon definitions of what constitutes gainful employment in "ministry." It is often difficult for ABHE graduates to accurately note how their employment position is related to their Bible college major when generic alumni surveys produced by other organizations and companies are used.

ABHE Outcomes and Rubrics

OUTCOME 1: Exhibit knowledge of the Bible and essential Christian doctrine by interpreting Scripture through proper exegetical techniques.

EXEMPLARY	PROFICIENT	DEVELOPING
1 Able to verbalize the backgrounds and major themes of the books of the Bible and to trace the flow of redemptive history from creation to consummation, identifying key historical events	1 Able to verbalize some of the backgrounds and major themes of the books of the Bible and to trace most of redemptive history from creation to consummation, identifying most key historical events	1 Has only a vague awareness of general content in each book of the Bible and a vague understanding of the flow of redemptive history from creation to consummation; able to identify a few key historical events
2 Able to compare and contrast the key aspects of the major topics in Christian doctrine with biblical support and can explain the support for differing viewpoints.	2 Able to define major topics in Christian doctrine with some biblical support but does not understand the cause of differing viewpoints.	2 Has a familiarization with major topics in Christian doctrine but lacks the knowledge of biblical support for the doctrine or the causes for differing viewpoints.
3 Demonstrates proficiency in analyzing and interpreting the original meaning of scripture through the use of appropriate tools and exegetical skills and the ability to defend the interpretation against differing viewpoints.	3 Demonstrates adequate proficiency in analyzing and interpreting the original meaning of scripture through the use of appropriate tools and exegetical skills but lacks the ability to defend the interpretation against differing viewpoints.	3 Demonstrates a lack of proficiency in using exegetical tools and skills or the ability to defend interpretation of scripture.

MEANS OF ASSESSMENT

ABHE Bible Content Exam / Course embedded assessments / Capstone Projects / Internship, Practicum, Field Education Evaluations / Supervisor or Peer Surveys of those sitting under graduate's ministry

OUTCOME 2: Practice spiritual disciplines necessary for a lifelong and maturing personal relationship with Jesus Christ.

EXEMPLARY	PROFICIENT	DEVELOPING
1 Demonstrates the knowledge of specific spiritual disciplines for Christian growth and reasons for practicing them. Can discuss personal integration of a variety of spiritual disciplines and identify evidences of growth in a personal relationship with Jesus Christ.	1 Demonstrates the knowledge of specific spiritual disciplines for Christian growth and can identify specific instances when spiritual disciplines are practiced but one or more key disciplines are not being practiced. Can identify evidences in life of having a relationship with Jesus Christ.	1 Demonstrated the knowledge of some spiritual disciplines for Christian growth and the beginning of a personal relationship with Jesus Christ. Can relate a few instances of having practiced a few specific spiritual disciplines.

2	Evidences the outworking of Christian maturity through consistent speech and action as evaluated by others and through self-assessment.	2	Evidences the outworking of Christian maturity through generally consistent speech and action as evaluated by others and through self-assessment.	2	Evidences the need for significant growth in Christian maturity in speech and action as evaluated by others and through self-assessment.
---	---	---	---	---	--

MEANS OF ASSESSMENT

Spiritual formation assessment instruments / Journals and Portfolio assignments / Internship, Practicum, Field Education Evaluations / Supervisor or Peer Surveys of those sitting under graduate's ministry

OUTCOME 3: Articulate a broad range of knowledge in the natural and social sciences, humanities, and the arts as part of a well-rounded Christian life based upon a biblical world view.

EXEMPLARY		PROFICIENT		DEVELOPING	
1	Can articulate how Christian faith intersects with the natural and social sciences, the humanities and the arts. Provides a thoughtful response to the issues in these fields that seem contrary to biblical revelation.	1	Has an understanding of the natural and social sciences, the humanities and the arts. Is able to explain how Christian faith intersects with these.	1	Has a basic understanding of the natural and social sciences, the humanities and the arts. Still has trouble reconciling data that conflicts with biblical revelation.
2	Given a contemporary problem from a randomly selected field of the arts and sciences, the student demonstrates an expert ability to bring both current research and biblical insight to bear upon that problem in suggesting a potential solution.	2	Given a contemporary problem from a randomly selected field of the arts and sciences, the student demonstrates a basic ability to bring both current research and biblical insight to bear upon that problem in suggesting a potential solution.	2	Given a contemporary problem from a randomly selected field from the arts and sciences, the student demonstrates only a scant ability to bring both current research and biblical insight to bear upon that problem in suggesting a potential solution.
3	Able to demonstrate a broad understanding of human knowledge. Able to talk cogently about contemporary events/customs/culture and their impact on Christian living.	3	Able to demonstrate a basic understanding of human knowledge. Able to share about contemporary events/customs/culture and their impact on Christian living.	3	Able to grapple with the "life issues" of human existence and in a minimal way talk about their impact on Christian living.
4	Actively engages a world view on the basis of its own presuppositions, expressing it in the best possible light. Proposes realistic ways to extend a world view to life and ministry. Draws conclusions, formulates a mature response and makes applications consistent with articulated world view.	4	Demonstrates sympathy to the issues that lead a world view to function as it does. Insights are helpful and generally consistent with their world view, but not fully developed.	4	Identifies issues connected with a world view, although does not always present them carefully or charitably. Proposed applications are unrealistic; too broad or too general.

MEANS OF ASSESSMENT

Course embedded assignments / Capstone Projects / Portfolio pieces / scores on CAAP or ETS Proficiency Profile or other the arts and sciences assessment instruments / Biblical World View Assessment instruments / Supervisor or Peer Surveys of those sitting under graduate's ministry

OUTCOME 4: Use analytical and research skills in locating, evaluating, and applying information for life and ministry.

EXEMPLARY	PROFICIENT	DEVELOPING
1 Demonstrates the ability to locate, evaluate, and organize data into a cohesive argument. Applies excellent critical thinking to evaluate all information sources. Recognizes the utility of different information sources and uses appropriate sources in each context. Understands the counterarguments of a topic and can respond to one's own decision for which is best.	1 Can find sufficient information in various areas. Attempts to evaluate information sources through critical thinking. Gathers data and organizes it in a cohesive argument. May fail to recognize the utility of different sources and/or respond to conflicting ideas.	1 Gathers data but not from the best sources and arguments are lacking the necessary data to make them strong. Seeks information from a limited range of sources. May not evaluate information sources, or may do so without a coherent critical framework.

MEANS OF ASSESSMENT

Course embedded assignments / Capstone Projects / Portfolio pieces / scores on SAILS, iSkills, or other information literacy instruments / evidence of success in graduate work (theses, dissertations, records of study)

OUTCOME 5: Exercise a variety of effective communication skills useful for life and ministry.

EXEMPLARY	PROFICIENT	DEVELOPING
1 Communicates information clearly through a variety of media. Message shows consideration of audience, purpose and context. Incorporates affective as well as cognitive elements in communication.	1 Clearly communicates information through various media. Can use multiple media based on the communication task given.	1 Communicates basic information through at least some media. Can make some use of at least oral and written communication.

2	Written Communication follows standard conventions and is virtually free from grammatical, spelling, and punctuation errors. Uses a variety of sentence structure. Vocabulary reflects mastery in writing and speaking. Incorporates commendable organization of thought evidenced by clearly identifiable introduction, main points, supporting evidence, and conclusion.	2	Written Communication follows standard conventions and has a few grammatical, spelling, punctuation and sentence structure errors. Vocabulary above elementary level. Includes greater variety in sentence structure. Incorporates clear organization of thought evidenced by apparent introduction, main points, and conclusion. Main points may or may not be sufficiently supported.	2	Written communication does not meet a satisfactory level of grammatical, spelling, punctuation, and sentence structure. Vocabulary is limited. Lacks variety in sentence structure. Has poor organization of thought with weaknesses in identifying introduction, main points, supporting evidence, and conclusion.
3	Demonstrates Oral communication skills that follow standards for good public speaking and creates the desired response.	3	Demonstrates Oral communication skills that follow standards for good public speaking with a few flaws.	3	Demonstrates poor oral communication skills.
4	If appropriate, demonstrates electronic communication skills that follow appropriate standards for conventions, aesthetics, variety, consistency, engagement, accessibility, and layering.	4	If appropriate, demonstrates electronic communication skills that follow appropriate standards for most of the following: conventions, aesthetics, variety, consistency, engagement, accessibility, and layering.	4	Unable to demonstrate electronic communication skills that follow appropriate standards.

MEANS OF ASSESSMENT

Course embedded assignments / Capstone Projects / Portfolio pieces / scores on SAILS, iSkills, or other information literacy instruments / evidence of success in graduate work (theses, dissertations, records of study) / Supervisor or Peer Surveys of those sitting under graduate's ministry

OUTCOME 6: Articulate the value of human beings as created in God's image and support that belief through Christ-like acts of service,

EXEMPLARY	PROFICIENT	DEVELOPING
1 Can articulate Scriptural reasons for valuing all human beings. Can address issues of injustice from Scriptural principles. Can identify actions in his/her life that demonstrate putting into practice a belief in all human beings' value. Can explain the importance of creation by a Creator to a Christian theory of human value.	1 Can explain a belief in the individual value of all human beings. Can identify Scriptural support for this belief. Can discuss how this belief should motivate action in a Christian's life.	1 Can express a belief in the individual value of all human beings. Can explain the need for Scriptural support for this belief.

2	Able to articulate the importance of service for biblical Christianity. Can identify Scriptural bases for the role of service in the Christian life. Can point to specific, regular practices in his/her life that demonstrate lived commitment to Christian service.	2	Able to articulate the importance of service for Christians. Can identify Scriptural calls for service in the Christian life. Can point to instances in his/her life that demonstrate a lived commitment to Christian service.	2	Able to express a belief in the importance of service for Christians. Can express a belief that Scripture supports this belief. Can identify specific behaviors that would exemplify Christian service.
---	---	---	--	---	---

MEANS OF ASSESSMENT

Course embedded assignments / Journals and Portfolio assignments / Christian Service and Student Ministry Evaluations / Internship, Practicum, Field Education Evaluations / Spiritual formation assessment instruments / Alumni surveys / Supervisor or Peer Surveys of those sitting under graduate's ministry

OUTCOME 7: Articulate the essential elements of the Gospel and the Christian faith in a variety of cultural settings.

EXEMPLARY		PROFICIENT		DEVELOPING	
1	Articulates clearly the essential elements of the Gospel with Scriptural support. Demonstrates the ability to contextualize the Gospel message using different cultural traditions.	1	Can articulate the essential elements of the Gospel. Can respond to cultural differences in articulating the Gospel.	1	Knows the essential elements of the Gospel. Demonstrates awareness of cultural differences.
2	Will have successfully participated in a range of encounters demonstrating the acquisition of necessary skills and attitudes for cross-cultural communication of the Gospel.	2	Will have participated in a range of encounters demonstrating the acquisition of basic skills and attitudes for cross-cultural communication of the Gospel.	2	Will be able to articulate the need for communicating the Gospel cross-culturally.

MEANS OF ASSESSMENT

Evaluation of Cross-cultural Internship / Capstone Project or other cross-cultural requirement / Journal or Portfolio pieces

OUTCOME 8: Employ leadership and other relational skills that reflect a biblical world view in a chosen field of service or vocation.

EXEMPLARY	PROFICIENT	DEVELOPING
1 Exhibits servant-leadership when given responsibility for leading. Exhibits interpersonal skills such as awareness of cultural differences, perceptiveness, listening, conflict resolution ability, etc. Consistently behaves in accordance with Christian principles of decorum and ethics.	1 Demonstrates ability to lead somewhat effectively but is lacking in some leadership and/or interpersonal skills. Behaves with Christian decorum and ethics.	1 Exhibits potential for leadership, though may lack practical skills. Seeks God's direction for vocation.
2 Demonstrates an extensive set of knowledge and skills for chosen vocation and conceives of the vocation as ministry. Adapts general principles to specific vocational contexts. Able to articulate a biblical world view of chosen vocation.	2 Demonstrates a core set of knowledge and skills necessary for chosen vocation and views the vocation through a Christian framework.	2 Exhibits a desire to serve God in chosen vocation and exhibits potential for leadership, though may lack practical skills and/or the ability to articulate a biblical world view of chosen profession.

MEANS OF ASSESSMENT

Journals and Portfolio assignments / Christian Service, Student Ministry Evaluations / Internship, Practicum, Field Education Evaluations / Alumni surveys / Supervisor or Peer Surveys of those sitting under graduate's ministry

Appendix C

The Planning Document

Introduction

Issues and/or recommendations identified via the implementation of the assessment plan and completion of the compliance document feed into the planning process as depicted in *Figure 1* of the text above. The issues from these two documents, however, are not the only source of input. A well-developed statement of institutional vision, (an expression of the hopes, dreams, and aspirations of the institution's stakeholders), provides another source of input. Whereas the issues that flow from the assessment plan and quality assurance documents will deal primarily with institutional strengths and weaknesses, the vision will normally focus on opportunities and threats facing the institution as perceived by those in leadership. Taken together these input sources provide the SWOT (strengths, weaknesses, opportunities, and threats) analysis described in popular planning literature.

The planning document is similar to the assessment plan in that it features four main components: an introduction; a section on detailed planning for the year immediately ahead; a section on future planning covering, at a minimum, at least four additional years, and a conclusion (See *Figure 1* of this appendix below).

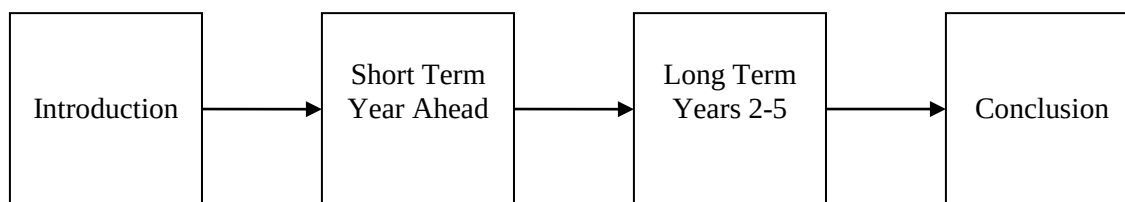


Figure 1

As with the other self-study documents, the introduction to the planning document should briefly summarize the institution's history and mission. It should outline the process utilized in creating the planning document and should identify the participants in the process. Additionally, the planning document should include two new major components. The first should be a vision statement. The extensiveness of this statement will vary widely among institutions, but it should be sufficiently detailed to identify the key issues arising from the vision that must be addressed by the plan. The remaining (and most important) part of the introduction is the SWOT analysis. It should summarize all of the high priority issues identified by the assessment process, the quality assurance process, and the vision statement.

It is important to limit the SWOT analysis to a manageable list of high priority items. It essentially establishes an agenda for planning. It is, of course, acceptable and perhaps even desirable to include items within the SWOT analysis that have been generated by stakeholder focus groups, but care must be taken to ensure that the list of issues to be treated in the plan is limited to a manageable number of high priority items. Evaluators should be able to easily establish linkages between the SWOT analysis of the planning document and the issues or recommendations identified in the conclusions of the other two self-study documents.

Short Term - Planning for the Year Ahead

In planning for the future, it is desirable to think in terms of both short- and long-term plans. Detailed planning is normally built around the short term where long-term plans tend to be quite

general. When institutions are engaged in major projects such as the construction of new facilities or a major overhaul of a curriculum, it may be necessary to develop a multi-year, detailed plan. For the most part, however, ABHE member institutions gear short-term plans towards the year immediately ahead. Since the ABHE accreditation process is built around five-year cycles, institutions are encouraged to develop Long-term plans that project at least five years into the future.

Institution's preparing for an accreditation team visit are sometimes perplexed regarding the completion of the detailed plan for the year immediately ahead. For those pursuing candidacy or initial accreditation, the deadline for the submission of the self-study materials is normally November 1. Since it is important to link plans to the budgeting process, given that unfunded plans seldom result in action, planning should precede the institution's budget cycle. For most institutions, the budget cycle begins July 1 of each year and ends June 30 of the following year. This means that, by the November deadline for submission of the self-study materials, the institution will be four months into the plan for the current year. By the February Commission meeting, another three months will pass. If the team visit is scheduled for the following fall, the current year (usually the "year ahead" of the planning document submitted) will have already expired. From ABHE's perspective, this dilemma is actually desirable. The planning process, along with the assessment process, is supposed to be ongoing and cyclical. Accordingly, by the time the team arrives the following fall, the institution should have recycled and renewed the plan. The team, then, has opportunity to evaluate the institution's capacity to update its plan for the new cycle.

Many institutions have effectively used a columnar approach in presenting the plan for the year immediately ahead. Often a separate sheet will be provided for each issue to be addressed. Typically, there will be columns that: list the action steps anticipated for the issue to be treated, summarize the resources needed to implement each action step, identify the individual(s) responsible for carrying out each action step, establish the deadline for completion of each step, and define the expected result from each action. Figure 2 illustrates such a presentation.

ISSUE: _____

Action Steps	Resource Requirements	Focus of Responsibility	Deadline	Anticipated Result

Figure 2

Ideally, this work will be completed on a spreadsheet so that several forms of analysis can be accomplished. Once the initial work on such a plan is completed, it is useful to sort the plan according to the "Locus of Responsibility." Such a sort can provide a comprehensive picture of each person's workload. It is also useful to sort the plan on the basis of the "deadline(s)" to ensure that the work is scheduled in a realistic manner. In some cases, it may be useful to "tag" resource requirements with some sort of departmental or administrative unit code. Such

tagging may facilitate a sort by resource requirements, thereby simplifying the process of budgeting for the plan.

Long Term – Planning for Years Two through Five

As indicated, ABHE standards encourage planning for cycles of at least five years. In this context, institutions are often inclined to include the same level of detail for years two through five of a given plan as for year one. Experience has demonstrated, however, that there is seldom value in going into a great amount of detail in planning for the years projected beyond the year ahead. Typically, institutions experience enough unanticipated changes over a period of several years that detailed future plans are quickly rendered obsolete. As noted above, there are exceptions to this generalization where major, multi-year projects are anticipated.

Except for major projects, institutions are encouraged to keep plans for these future years fairly simple. Simplicity tends to increase the cost-benefit ratio of a plan and takes into account the dynamic nature of planning. Not surprisingly, as projections advance further into the future, the level of detail will naturally decline due to increased levels of uncertainty. Many institutions find it useful to use a “pancake (outline) approach” for their presentation of these future years. Plans may be organized around administrative units (e.g. library), functions (e.g. recruitment), or objects (e.g. transportation/automobiles). Alternatively, they may be structured around major issues identified by the self-study documents that deal with ongoing concerns (e.g. financial stability, enrollment stability, curricular offerings etc.)

Like an assessment plan, the planning document normally has a historical component (i.e. action steps that have been implemented so that results can be evaluated), a present component (actions that are currently underway), and a future component (anticipated actions, i.e. years two through five).

Conclusion

In the planning document’s conclusion, institutions should evaluate the effectiveness of completed actions in resolving issues. It is entirely possible to implement all of the actions designed to address a specific problem and yet to fail to “fix” it. When this is experienced, it becomes necessary to design a new series of actions to address the unresolved issue(s). For example, it may require the design of a new assessment measure to get accurate data needed to understand the situation.

The conclusion should also outline the process for renewal of the planning cycle. At the conclusion of each planning cycle, administrators need to take stock of their success in implementing the steps that were planned for the cycle. If the plan has been ambitiously constructed, it is seldom the case that all actions originally anticipated during the year were successfully fulfilled by the conclusion of the cycle. Therefore, administrators will need to evaluate whether planned items that remain unfulfilled continue to be worth doing. To properly recycle a plan, such items left over from the previous cycle will be supplemented with the items originally scheduled for the next year (year-two of the current plan and any new issues arising from the ongoing assessment process and/or the compliance process. Any additional items generated by an updated vision should also be added. These issues, taken collectively, will form the basis for the new detailed plan for the year ahead. Beyond the detailed planning, the original plans for years three through five should be reviewed to determine any desirable additions or deletions. Finally, the plan should be extended to include a new year five (year six with respect to the original plan).

Suggested Outline for a Planning Document

I. Introduction

- A. Background/History of the Institution
- B. Institutional Mission and Goals (Intentions)
- C. Vision for Institutional Future (Hopes and Dreams)
- D. Process employed for Development of the Assessment Plan
- E. Participants in the Development of the Assessment Plan
- F. SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)

II. Year Ahead

Issue #1

- Action steps to be taken
- Resource requirements
- Person responsible
- Deadline for completion
- Anticipated result

Issue #2

- Action steps to be taken
- Resource requirements
- Person responsible
- Deadline for completion
- Anticipated result

Issue #3

- Action steps to be taken
- Resource requirements
- Person responsible
- Deadline for completion
- Anticipated result

Issue #4

- Action steps to be taken
- Resource requirements
- Person responsible
- Deadline for completion
- Anticipated result

III. Future Projections Year Two

- Faculty
- Learning resources
- Facilities
- Curriculum, etc.

Year Three

- Faculty
- Learning resources
- Facilities
- Curriculum, etc.

Year Four

- Faculty
- Learning resources
- Facilities
- Curriculum, etc.

Year Five

- Faculty
- Learning resources
- Facilities
- Curriculum, etc.

IV. Conclusion

- A. Evaluation of action steps completed
- B. Process for recycling of plan (including new steps for actions that taken that did not have satisfactory results)

Appendix D

Glossary

Ability to Benefit

A United States Department of Education stipulation that an admitted student can be reasonably expected to complete the program.

Academic Calendar

The method by which an institution structures most of its courses throughout the year.

Academic Freedom

The intellectual that gives to members of the academic community the right to examine data, question assumptions and advance ideas within the context of the institution's mission and doctrinal position.

Academic Advising

A plan under which each student is served by a faculty member or trained adviser to help plan and implement short- and long-term academic and vocational goals.

Academic Discipline

A field of study that is identified as the focus of an instructor or group.

Academic Division

A group of related departments organized under a director or division chair.

Academic Department

A unit within the institution that offers instruction within a specific area and is generally supervised by a chair. (Sometimes called a Division in smaller schools.)

Academic Program

A coherent collection of courses and other learning experiences that lead to a certificate or degree, and are designed to meet specific educational objectives.

Academic Support Department

A department unit in an institution designed to service academic programs, e.g., library, admissions, records, student development.

Accelerated Curriculum

An educational format that requires significantly less time in classrooms than a traditional format.

Accreditation

Recognition that an educational institution is voluntarily maintaining the standards of a non-governmental accrediting agency recognized by the US Department of Education or the Council for Higher Education Accreditation.

ADA The American Disabilities Act that defines an institution's responsibilities to service physically challenged students.

Administrative Support Department

An institutional department/unit designed to service the institution as a whole, e.g., accounting, communications, physical plant, development.

Additional Instruction Location

An off-campus location at which the institution offers at least 50 percent of an educational program.

Administration

An executive group of officers (e.g., president, provost, vice president, dean, treasurer, development officer) who have the major responsibility for the direction and operation of the institution.

Alternative Academic Patterns

Education that takes place in a manner other than the traditional, on-campus pattern.

Annual Plan

A written document that identifies the institution's specific initiatives for one year.

Assessment

An on-going effort to determine the institution's effectiveness in meeting its goals and objectives.

At-Risk Students

A phrase used to describe students who have been under-served by educational or social systems.

Attrition

The percentage of eligible students who elect to discontinue an academic program.

Authorization

Documents that validate an institution's legal right to operate within the state or province.

Autonomy

The freedom that an institution has to be self-governing.

Biblical/Theological Studies

A group of courses that incorporate major direct engagement with the Biblical text.

Biblical World View

A comprehensive conception of life, culture and the world from a biblical perspective.

Branch Campus

A geographically separate unit with its own facilities, curricula, faculty and instructional resources but operated under the parent institution for the purpose of offering full programs of study.

By-laws

A set of rules adopted by an institution to supplement its constitution and regulate its affairs.

Campus Culture

The ethos of the institution which reflects its values.

Career and Placement Services

A range of services to help students determine a career path and find employment in that career.

These might include such services as aptitude and vocational testing, resume writing, interviewing for job searches, or posting of employment positions.

Certification

The process of receiving approval in a specific area by demonstrating that requirements usually stipulated by a governmental body or professional agency have been met.

Christian Service (Student Ministry)

A ministry requirement that is viewed as an integral part of the student's educational program and results in the formation of the student's philosophy of ministry.

Co-Curricular

Organized student activities that complement the student's educational program. They may be required (co-curricular) such as chapel or voluntary (extra-curricular) such as athletics.

Commission on Accreditation

An elected body from the ABHE membership that has the final responsibility for evaluating the degree to which institutions meet the Association's Standards and the subsequent granting of accreditation status.

Completion Rates

The percentage of students who complete their program within 150% of the normal (or expected) time for completion.

Compliance Document

A self-study report based on research to provide evidence that the institution adequately meets the Association's accreditation standards.

Conditions of Eligibility

Twenty-two standards of the Association for which compliance must be demonstrated before applicant status with ABHE will be granted.

Conflict of Interest Policy

A board-approved policy designed to identify and limit the benefits that a board member or employee may receive through a business arrangement with the institution.

Constituency, External

Groups and individuals who are stakeholders in the mission of the institution without holding any formal role within the institution, such as alumni, donors, employers of alumni, churches.

Constituency, Internal

Groups and individuals who are stakeholders in the mission of the institution and who hold formal roles within the institution, such as students, faculty, staff, administration, trustees, alumni.

Constitution

A written document that defines the purpose, sources of control, doctrinal position and core values of an institution. It typically has a rigorous amendment process.

Contact Hour

A unit of measure representing an hour of instruction given to students. For each hour of in-class instruction, two hours of out-of-class academic work is normally expected.

Correspondence Education

Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. The interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education. Note: Correspondence education is not within ABHE's scope of recognition by the U.S. Department of Education.

Course Objectives

A statement of the expected benefits that a student will realize from a specific course. These outcomes should be expressed in terms of the student.

Credit Hour

A unit of measure representing the traditional academic value of learning activities. A semester credit hour represents a minimum of 50 minutes of instruction per week over a 15-week period, supplemented by two hours of preparation for each hour of instruction for the average student; or the equivalent amount of time (37.5 hours) in instructor designated learning activities. A quarter credit hour represents a minimum of 50 minutes of instruction per week over a 10-week period, supplemented by two hours of preparation for each hour of instruction for the average student; or the equivalent amount of time (25 hours) in instructor designated learning activities. A quarter credit hour is equivalent to 2/3 of a semester credit hour. Time for final examinations is outside these specifications. The assignment of credit hours may be based on intended learning outcomes, verified through student achievement, that the institution determines are reasonably equivalent to a credit hour of student work.

Deferred Maintenance

Identified campus facility and grounds repairs or improvements needed with an indication of targeted dates for their completion.

Degree Completion Program

The final portion of a baccalaureate degree program of at least 120 semester credits offered by a baccalaureate degree-granting institution, often in a non-traditional format.

Descriptive Standards

Standards of the Association that express the general characteristics of academic excellence and are designed to enable an institution to measure its educational effectiveness.

Distance Education

Distance education is defined as education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the other technologies listed.

Diversity

The degree to which an institution reflects difference within the constituency, provides exposure, promotes understanding, and expresses appreciation with respect to matters such as ethnicity, race, religion, gender, political orientation or age.

Employee Welfare

The concern that an institution demonstrates for its employees especially in terms for salaries, benefits and professional development.

Enrollment Management

An institutional process to monitor the factors that are influencing recruitment, admissions, retention and attrition.

Extension Site/Center

A location at which the institution offers less than 50 percent of an educational program.

External Audit

A review of the institution's financial records by a certified firm that includes an opinion statement.

External Degree Program

A complete program of study that does not require extensive on-campus attendance.

Factors of Financial Stability

A published standard developed by the Accrediting Commission to evaluate an institution's fiscal stability.

Faculty, Adjunct

Normally faculty serving in a temporary or auxiliary capacity to teach a specific course on a course-by-course basis.

Faculty, Administrative

Full-time employees whose primary responsibility is administration but who also may teach.

Faculty, Instructional

Full-time faculty whose primary responsibility in the institution is teaching.

Faculty, Part-Time

Faculty members whose primary responsibility is not to the institution, but who teach courses on a regular basis.

Faculty/Staff Handbooks

Written documents that describe policies and procedures that pertain to faculty or staff and terms of employment including benefits and expectations.

FERPA

The Family Educational Rights and Privacy Act which defines the rights of students and their families.

Fiduciary Funds

Resources held and administered by an institution when it is acting in a capacity for individuals, private organizations or governments and therefore cannot be used to support the institution's programs.

Field Education An in-context learning experience that combines practical experience and reflection and generally occur off-campus in a setting that relates to the student's professional goals. May result in academic credit.

Financial Aid

Grants, loans, assistant ships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer assistance and other monies provided to students to meet expenses.

First-time Student

A student attending any post-secondary institution for the first time. This includes students enrolled in the fall term who attended a post- secondary institution for the first time in the prior summer term and students who entered with advanced standing from high school.

Full-time Student

A student who in a semester carries at least 12 semester credits as an undergraduate, or nine as a graduate student (or the equivalent in quarter hours).

GED

A General Education Development certificate equivalent to a high school diploma and earned through examinations.

General Studies

Courses that provide a general knowledge of the presuppositions that form the basis for one's world view or the focus on the acquisition and awareness of culture and the general skills needed in life.

Gifted Students

A student whose past academic performance is recognized to be superior.

Goals

An identification of the ends to which the institutional mission is directed.

Governing Board

A group of elected or appointed individuals who are legally responsible for the institution.

Graduation Rates

The percentage required for disclosure under Student Right-to-Know and calculated by the total number of completers within 150% of normal time.

Grievance Procedures

A process whereby a student or employee may register a concern or complaint with the appropriate officials with a view to resolution.

Higher Education

Formal academic education at the post-secondary level that normally results in academic credentials.

Holistic Development

An educational program that views students as integrated wholes and attempts to stimulate growth in the totality of their being.

Honors Program

A program for students offering opportunities and recognition for advanced educational enrichment, specialization, acceleration or independent study.

Human Resources

The personnel available to enable an institution to realize its mission and goals.

Independent Study

Academic work usually undertaken outside the regular classroom structure but supervised by an instructor.

Information Literacy

The ability to gain access to information from various print and non-print sources including computers and technologically-supported resources.

Instructional Delivery System

The methodology used to provide instruction.

Integration

A conscious attempt to find commonalities in the academic components of a curriculum.

Inter-Disciplinary

A curriculum or course that consciously applies the methodology and language from one academic discipline to another to examine a central theme.

Internal Controls

A comprehensive system of procedures to ensure sound fiscal management.

Investment Policy

A board-approved policy designed to guide those responsible for the institution's assets.

Learning Community

A group of individuals united with a common goal of gaining information and knowledge at a particular location or contact avenue.

Learning Outcomes

Expected impact that a program's educational activities will have upon the student.

Learning Resources

The wide array of information and services available to support education, including libraries, databases, laboratories, networks, and equipment.

Library

An organized collection of printed, microform and audiovisual materials administered as a unit and made accessible to students and faculty.

Licensure

The permission needed from an appropriate authority to engage in an educational or professional activity.

Long-Range Plan

A written document that generally identifies the institution's future initiatives for three or more years.

Matriculation

Enrollment in an educational institution with intent to complete the designated program.

Ministry Formation

An educational process designed to help a student to develop a commitment and competency in ministry.

Mission

An institution's purpose.

Mission Statement

A concise statement that expresses the institution's intentions and context.

New Student Orientation

A program offered at the outset of a student's experience addressing academic, social, emotional and intellectual issues.

Nomenclature

A standardized system of terms used to define academic achievements.

Non-Profit School

An educational institution that is not maintained for the purpose of making a profit.

Objective Data

Research that is based on objective facts such as test results or statistical data.

Objectives

Specific means by which the institutional goals will be attained.

Open Admission

A policy under which virtually all secondary school graduates or students with a GED equivalency diploma are admitted with minimal regard for academic record, test scores or other qualifications.

Operations Manual

A written document that describes the organizational structure, decision-making processes, institutional management policies and procedures and job descriptions for employees.

Outcome Measurements

The means used to determine whether a department, program or course is achieving its objectives.

Outcomes

The expected results that should occur when the institution's mission and goals are realized.

Planning Document

A written description of the institutions plans for the next years including time frames and strategies to achieve these plans.

Planning Process

An on-going systematic procedure involving institutional personnel in analyzing and evaluating assessment data and determining the future direction of the institution.

Prescriptive Standards

Standards that express specific characteristics of academic excellence and minimal expectations.

Privacy Rights

Freedom from unauthorized intrusion into a student or employee's personal affairs.

Professional Development Program

A planned program for faculty and staff acquisition of knowledge and development of skills.

Professional Studies

Courses that provide an understanding of and competence in a vocational field.

Program/Curricular Objectives

The expected student outcomes that will result upon completion of an academic program.

Qualified Personnel

Those who have appropriate competencies for their responsibilities, often shown through degrees and experience consistent with industry standards.

Qualitative Measures

Academic evaluation procedures that utilize subjective data such as interviews, surveys, or personal assessments.

Quantitative Measures

Academic evaluation procedures that utilize statistical comparisons of objective data such as pre- and post-testing, graduation rates, or job placement rates.

Reference Services

Assistance provided by professional librarians to students or faculty in their research efforts.

Remedial Services

Instruction designed for students deficient in general competencies necessary for post-secondary studies. These courses often grant credit that does not count toward graduation.

Retention Rates

The percentage of students who persist in their educational program.

School

An organized unit within a university structure that offers academic programs is supervised by a dean and supported by designated faculty.

Spiritual Formation

The process utilized by an institution to encourage growth in Christian maturity.

Staff

Non-administrative and non-instructional personnel who provide support services to the institution.

Standards for Accreditation

A written statement of the standards of the Association by which an institution can measure its educational effectiveness and the Commission on Accreditation can determine an institution's accreditation status.

Strategic Plan

A written document that identifies the means by which the institution's goals will be realized, including time lines, cost analysis, actions to be completed, and person(s) charged with the execution of the tasks.

Subjective Data

Research data that is based on personal opinion or evaluation obtained from interviews, surveys, or similar instruments.

Student Development

An area of an educational institution whose primary objective is to support students in their pursuit of intellectual, social, physical, spiritual and professional development.

Student Ministry

A ministry requirement that is viewed as an integral part of the student's educational program and results in the formation of the student's philosophy of ministry.

Teaching Load

The assigned responsibilities of an instructor that include both teaching and non-teaching activities.

Technological Resources

Electronic and other means used to enhance and advance instruction, research and institutional quality.

Terminal Degree

A degree that is considered the appropriate preparation for teaching at the post-secondary level, usually a doctor's degree, but may include certain professional degrees such as the MSW, MLS, MBA, or MFA. In some academic disciplines, Th.M. or M.Div. are not considered terminal.

Traditional Academic Patterns

Academic patterns that are usually by semester (two semesters of about 15 weeks each), trimester (three periods of about 12 weeks each), or quarter system (three or four quarters of about 10 weeks each).

Transfer Credit

Academic credits completed at another institution, and applied to an academic program in process according to the institution's policies.

Under-Represented Population

A percentage of the institution's population that is significantly lower when compared to the total constituency.

Vision

A description of the dream of the leadership that drives the institution.

Appendix E

Documentation of Compliance

The following itemizes key elements of each condition and suggests sources for documenting compliance with the ABHE criteria. In general, institutions that meet the Criteria for Accreditation will meet the Conditions of Eligibility. The conditions are presumed as a foundation for the Criteria.

A. Conditions of Eligibility

1. **Incorporated.** Charter or Articles of Incorporation.
Educational authorization. Certificate or current governmental letter.
Degree-granting authority. Certificate or current governmental letter.
2. **Clear mission statement.** Constitution.
Clear institutional goals. Constitution.
Formally adopted. Board minutes.
Publicized. Catalog compatible with ABHE. Analysis of the data.
3. **External board.** Bylaws/ roster.
At least five. Bylaws/ roster.
Proper authority. Bylaws/ board minutes/ local church or denominational relationship
4. **Paid CEO.** Financial audits/budget.
Major time given to institutional affairs. Contract/ job description/ results of interview/ limited non-institution commitments. Appropriate authority. Bylaws/ board for policy only.
5. **At least one program of 2 years minimum.** Catalog.
Program consistent with mission. Analysis of the data.
Appropriate higher education. Curricular design/ faculty qualifications/ course syllabi.
6. **Current/accurate catalog.** Catalog/ conservative claims.
Catalog content:
Governance. Catalog.
Mission. Catalog.
Goals. Catalog.
Objectives. Catalog.
Programs. Catalog.
Courses. Catalog.
Admissions requirements. Catalog.
Admissions procedures. Catalog.
Expectations for conduct. Catalog.
Degree requirements. Catalog.
FT faculty, degrees identified. Catalog.
PT faculty, degrees identified. Catalog.
Financial costs. Catalog.
Refund policy. Catalog.
Transfer guidelines. Catalog.
Withdrawal guidelines. Catalog.
7. **Learning resources that support courses.** Course listing/ collection upon analysis/ periodical report analysis strength in major program offerings.
8. **At least one qualified faculty per major.** List of majors/ faculty roster/ faculty credentials/alignment.

9. **Admissions compatible with mission.** Mission statement/ admissions requirements.
10. **Students pursuing programs.** Program offerings/ report on number of students enrolled in each program.
11. 40-hour biblical studies for bachelor's for Bible teachers. Catalog.
30-hour biblical studies in bachelor's. Catalog.
30-hour biblical studies in diploma. Catalog.
12-hour biblical studies in two-year associate's. Catalog.
12. 36-hour general studies in bachelor's. Catalog.
27-hour general studies in diplomas. Catalog.
18-hour general studies in associate's. Catalog.
13. Student ministries participation. Headcount enrollment/ student ministries assignments/ analysis of the data.
14. **Graduated one class in principal program.** Principal program/ listing of graduate student files.
15. Stability in:
Enrollment. Trend analysis.
Administration. Trend analysis.
Faculty. Trend analysis.
Finances. Trends for ABHE "Indicators."
16. **Capacity for growth/development.** Constituency/ trend for potential enrollment from constituency/ trend for students from constituency/ activities to expand constituent base/ trend of constituent financial support/ activities to expand donor base.
17. **Adequate financial base.** Trend analysis for ABHE "Indicators."
Balanced budget. Trend analysis.
Safe debt level. Trend analysis.
18. **Almost all income to educational purpose.** Audited financial statements/ percent for instruction, research, public service, academic support, student services, scholarships and fellowships.
19. **Annual external audit.** Financial audit reports.
Opinioned. Financial audit reports.
20. **Agree to disclose all information.** CEO letter re: board resolution.
21. **Commitment to comply.** CEO letter re: board resolution.
22. **Agree to release.** CEO letter re: board resolution

B. Comprehensive Integrated Standards (Institutional Review)

1. **MISSION, GOALS, AND OBJECTIVES**
Authorization
Nonprofit. Charter/ 501c (3) letter/ opinioned audits.
State Authorization. Current state certificate.
Mission
Has Charter.
Publicizes. Catalog.

Clear. Analysis of the data.
Compatible Analysis of the data.

Institutional Goals

Has Charter.
Publicizes. Catalog.
Clear. Analysis of the data.
Related to mission. Analysis of the data.

Specific Objectives

Has and publicizes. Catalog.
Clear analysis of the data.
Specific analysis of the data.

2. STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS & PLANNING

2a. ASSESSMENT OF STUDENT LEARNING

Assessment plan. Goals and objectives. Student survey instruments. Aggregate survey results. Compilations of interview data. Student portfolios. Descriptions of simulation exercises. Standardized test forms. Aggregate standardized test results. Summaries of actions taken to improve instruction and/or learning.

2b. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS & PLANNING

Outcomes

Knowledge (facts, theories, etc.). Pre-/ post-tests.
Skill (communication, vocational, etc.). Pre-/ post-tests.
Belief (worldview, application, etc.). Pre-/ post-essay.
Grade distributions/ retention rate/ program completion rate/ degrees granted per program/ graduate school enrollment rate/ placement rate/ employer survey/ alumni survey.

Institutional Planning

Active system. Past and current planning documents/ board minutes/ interviews.
Constant revision. Comprehensive planning documents/ board minutes/ interviews.
Comprehensive.

3. INSTITUTIONAL INTEGRITY

Public documents. Administrative/staff Handbook. Faculty Handbook. Student Handbook. Grievance policies and procedures. Conflict of interest policies. Policies for evaluation, promotion, and compensation. Hiring and dismissal policies. Discipline policies and procedures. Documentation of standing with governmental and accrediting bodies. Financial audit reports.

4. AUTHORITY AND GOVERNANCE

Constitution and Bylaws

Comprehensive (if B.2.0 and B.3.O are satisfied).
Organization. Organizational chart/ interview staff.

Board of Control

Authority. Constitution claim/ board minutes review.
Policy function. Bylaw claim/ board minutes review.
Itemized functions. Board minutes review.
Active analysis per member re: recruitment and financial support.

Denominational Control

Delegated authority. Constitution/ denominational instrument/ institution reports.
Support. Audited statement.

Representation

Constituent representation. Bylaw/ analysis of present board.
Attendance. Board minutes.

Composition

Christians. Bylaw/ test.
Expertise. Analysis re: professional & undue power. Analysis of board minutes/interview board members.

Board Size

Between 5 and 25. Bylaw/ roster.
 Appropriate. Analysis re: size of constituency.

Selection of Board Members

Clear procedures. Bylaw/ analysis re: recent selection.

Terms of Office

At least 3 years. Bylaw.

Rotational Patterns

Overlap. Bylaw/ analysis of present roster.
 Majority experienced. Bylaw/ analysis of present roster.
 System of rotation. Bylaw/ board minutes.

Frequency of Board Meetings

At least 2 times per year. Bylaw/ board minutes.
 Limited. Bylaw/ board minutes.

Board Committees

Standing. Bylaw/ minutes of the committees.
 Areas. Bylaw/ minutes of the committees.

Executive Committee

Has Bylaw/ committee minutes.
 Active Committee minutes.

Relation to Institution Faculty and Staff

President sole link. Bylaw/ board roster/ board minutes.
 President not chair. Bylaw.
 Board for policy only. Bylaw/ board minutes.

5. ADMINISTRATION

Administrative Council

Has Bylaw/ roster/ council minutes.
 Frequency. Council minutes.
 Composition. Bylaw/ roster.
 Purview. Council minutes.

Administrative Officers

Selection. Bylaw/ board minutes.
 Qualifications. Analysis of roster.
 No tenure. Bylaw/ review of file.

President

CEO. Bylaw/ board minutes/ council minutes/ organizational chart
 Duties. Bylaw/ staff handbook.
 Responsible to board. Bylaw/ board minutes.
 Access to Organizational chart.

Chief Academic Officer

CAO. Bylaws/ council minutes/ faculty minutes/ organizational chart.
 Duties. Bylaw/ staff handbook.
 Responsible to CEO. Bylaw/ organizational chart.

Chief Student Personnel Officer

CSPO. Bylaws/ council minutes/ organizational chart.
 Duties. Bylaw/ staff handbook.
 Responsible to CEO. Bylaw/ organizational chart.

Chief Financial Officer

CFO. Bylaws/ council minutes/ organizational chart.
 Duties. Bylaw/ staff handbook.
 Responsible to CEO. Bylaw/ organizational chart.

Chief Development Officer

CDO. Bylaws/ council minutes/ organizational chart.
 Duties. Bylaw/ staff handbook.
 Responsible to CEO. Bylaw/ organizational chart.

Records

Complete, safe, accurate, legible. Board minutes/ faculty minutes/ institution personnel files/ student personnel files/ audited financial statements/ institution catalogs/ student directories. Annual reports of CEO/ CAO/ CSPO/ CFO/ CDO/ librarian/admissions/registrar.

6. INSTITUTIONAL RESOURCES

6a. HUMAN RESOURCES

Personnel files. Administrative/Staff Handbook. Faculty handbook. Chart of organization. Job descriptions. Salary schedule. Work schedules. Meeting agendas. Meeting minutes. Records of development activities. Insurance policies.

6b. FINANCIAL RESOURCES

Organization (Business)

Under CFO:

Purchasing. Bylaw/ organizational chart.
Collections. Bylaw/ organizational chart.
Budgetary control. Bylaw/ organizational chart.
Payments. Bylaw/ organizational chart.
Bookkeeping. Bylaw/ organizational chart.
Student financial accounts. Bylaw/ organizational chart.
Financial reporting. Bylaw/ organizational chart.

Board of Control (Business)

Under Board Control:

Business management policies. Bylaw/ board minutes.
Budget authorization. Bylaw/ board minutes.
Development authorization. Bylaw/ board minutes.
Policy re: bonds. Bylaw/ board minutes.
Policy re: annuities. Bylaw/ board minutes.
Policy re: investments. Bylaw/ board minutes.
Policy re: debt. Bylaw/ board minutes.
Properties (tangible). Bylaw/ legal documents.
Properties (intangible). Bylaw/ legal documents.

Internal Control

Comprehensive system of double-checking. Procedural manual re: cash handling, disbursements, non-cash receipts, contracting, purchasing, accounts receivable, safety deposit access, budgetary reporting/ interviews.

Accounting

Has audited statements/ chart of accounts.
Restricted funds. Audited statement and opinion/ chart of restricted funds.
Transfers reported. Audited statements/ general ledger.

Budgeting

Clear procedures. Procedural manual/ interviews.
Participation. Procedural manual/ interviews.
Responsibility. Bylaw/ staff handbook/ interviews.
Approval. Bylaw/ board minutes.
Control. Procedural manual/ recent budgets/ recent audited statements/ board minutes/ interviews.

Investments

Board of control. Bylaw/ board minutes.
Diversification. Investment portfolio.
Safeguard trusts. Audited statements/ schedule of loans to staff/interviews.

Business Records

Complete, safe, accurate, legible. General journal/ general ledger/ schedule pledges/ schedule of annuities/ schedule of bonds/ schedule of loans outstanding/ investment portfolio/ schedule of insurance policies/ schedule of student loans outstanding/ schedule of scholarship fund sources/ schedule of scholarships/ yearly budget reports/ audited financial statements.

Collection of Student Accounts

Prompt payment. Catalog statement/ schedule of outstanding student tuition and fees, with dates/ history of "write-offs"/ audited statements.
Underwriting. Schedule of outstanding student tuition and fees/ documents underwriting accounts.

6c. PHYSICAL RESOURCES

Buildings and Services

Classrooms and laboratories. Use analysis/ interviews.
Assembly halls. Use analysis/ interviews.
Auditorium. Student headcount/ fire department limitation.
Library and student union location. Use analysis/ interviews.
Gymnasium. Use analysis/ interviews.
Administrative offices. Use analysis/ interviews.
Fire-resistant vault. Location/ contents.

Physical Plant Operation and Care

Administration. Institution organizational chart/ department organizational chart.
Systematized maintenance. Maintenance schedule/ examination.
Adequate insurance. Appraised value/ audited financial statements/ insurance policies.
Inspections and drills. Schedule/ documents.
Security. Personnel/ interviews.

6d. TECHNOLOGICAL RESOURCES

Equipment. Equipment documentation. Usage logs. Budget allocations. Training materials.
Applicable policies.

7. ENROLLMENT MANAGEMENT

7a. RECRUITMENT

Integrity. Promotional materials/ form letters/ catalog.

7b. ADMISSIONS

Admissions

Only those who can complete program. High school rank, SAT-ACT test scores.
Open admissions. Warning of rigor/ provisional admissions/ form letters to lesser qualified.

Spiritual Qualifications

Policy consistent with mission. Mission statement/ spiritual qualifications/ analysis of the data.

Academic Qualifications

H.S. diploma or G.E.D. Catalog statement/ registrar interview.
Five percent below. Student files/ registrar interview.
Special student classification. Catalog statement/ necessity to remove deficiency/ follow individual cases.
Ability to benefit. National standardized test/ administered to all five percent.

Testing

Admissions testing. Catalog statement/ correspondence turn-around/ last date to take tests.
Matriculation testing. Placement usage only/ which tests?/ results and usage.

Transfer Students

Same admissions requirements. Catalog comparison/ transfer student files.
Transfer of Credit:
Only if relevant to degree program. Transfer student files.
Only if "C" or above. Transfer student transcripts/ letter of award of credit.
Only if from accredited institution. Transfer student transcripts/ letter of award of credit.
Validation of non-accredited college work. Letter of award of credit/ faculty credential comparisons/ syllabi comparisons.

7c. FINANCIAL AID

Policies and procedures governing award of financial aid. Records of restrictions on award of designated scholarships. Records of scholarship awards. Records of the qualifications of scholarship recipients. Financial aid audit reports. Refund policies.

7d. RETENTION**Academic Advising**

Program. System/ instruments/ student interviews.
 Assist in selecting of major. Purpose statement/ student interviews.
 Assist in selecting courses. Purpose statement/ student interviews.
 Advise re: graduation requirements. Purpose statement/ completion form/ alert system/ student interviews.

8. STUDENT SERVICES**Student Development**

Written philosophy. Catalog/ student handbook.
 Outcomes. Instruments/ results/ interviews.
 Objectives:
 Christlikeness. Catalog/ student handbook/ tone/ restorative discipline.
 Commitment to ministry. Catalog/ student handbook/ student interviews.
 Faculty contact. Faculty handbook/ faculty interviews/ student interviews.
 Faculty classroom interaction. Faculty handbook/ faculty interviews/ student interviews.
 Corporate worship. Schedule/ stated purpose/ participation.
 Devotional periods. Schedule/ stated purpose/ participation.
 Development activities. Schedule/ stated purpose/ participation.

Personal Counseling

Comprehensive program. Catalog/ system/ communication to student/ analysis of file.
 Components:
 Personal concerns. Counselor credentials/ file.
 Spiritual concerns. Counselor credentials/ file.
 Physical concerns. Counselor credentials/ file.
 Social concerns. Counselor credentials/ file.
 Vocational concerns. Counselor credentials/ file.
 Financial concerns. System/ file.
 Non-problem attention. System/ student interviews.
 Freshmen attention. System/ student interviews.
 Professional referral. Contracts/ file.

Organization of Counseling Program

Areas of responsibility. Organizational chart of program/ manual/ counselor interviews.
 Objectives stated and communicated. Manual/ counselor interviews.
 Procedures stated and communicated. Manual/ counselor interviews.
 Vocational coordinated with professional studies faculty. Manual/ professional studies/faculty interviews.
 Student dean oversight. Organizational chart/ interviews.
 Counselor credentials. Faculty file/ professional development schedule/ counselor interviews.

Discipline

Restorative. Catalog/ student handbook/ files/ student interviews.
 Positive guidelines. Student handbook/ student interviews.
 Concern for individual. Catalog/ student handbook files/ student interviews.
 Appropriate fair and reasonable process. Catalog/ student handbook/ levels/ files/ student interviews.

Student Services

Comprehensive services. Student handbook/ personnel to handle.
 Student dean oversight. Organizational chart/ interviews.
 Student personnel files should contain:
 Admissions data. Files.

Test results. Files.
 Health records. Files.
 Counseling reports. Files.
 Student personnel files should be:
 Centrally located. Location.

Orientation

Effective for new students. Schedule/ materials/ student interviews.
 Program content:
 College life. Schedule/ activities/ student interviews.
 Institution goals and objectives. Schedule/ activities/ student interviews.
 Tour and explanation. Schedule/ activities/ student interviews.
 Academic procedures and regulations. Schedule/ activities/ student interviews.
 Community life. Schedule/ activities/ student interviews.
 Registration procedures. Schedule/ activities/ student interviews.
 Faculty interaction. Schedule/ activities/ student interviews.
 Upperclassmen interaction. Schedule/ activities/ student interviews.
 Corporate worship. Schedule.
 Social/recreational activities. Schedule/ activities.
 Placement testing. Schedule/ tests.

Financial Aid

Equalizes opportunity. % aid based on need/ examples.
 Encourages scholarship. % aid awarding scholarship/ examples.
 Promissory notes. Student loan schedule/ promissory notes.
 Full disclosure. Instrument/ catalog/ student interviews.

Student Employment

Limitations upon. Catalog/ student handbook.
 No adverse affect. List of students employed on- and off-campus/ CPA's/ counselor interviews/ student interviews.

Social Activities

Balanced/comprehensive program. Schedules for current and past years/ breadth in types of activities.
 Meets needs of students. Catalog/ student handbook/ student interviews.
 Christian standards. Schedules/ activities.
 Proper supervision. Faculty handbook/ faculty interviews/ student interviews.

Student Organizations

Latitude for student organizing/operating. Student handbook/ student interviews.
 Accord with board policy. Board minutes/ student handbook/ student interviews.
 Faculty advisors. Faculty handbook/ student handbook/ schedule of advisors and organizations.

Student Government

Representative. Student handbook' student interviews.
 Responsible. Student handbook' student interviews.
 Objectives:
 Leadership development. Catalog/ student handbook.
 Student involvement. Student interviews.
 Action on student concerns. Catalog/ student handbook/ files/ modifications/student interviews.

Housing

Direct supervision. Catalog/ schedule of housing units/ schedule of supervisors/ counselor files/ student interviews.
 Off-campus facilities approval. Catalog/ instrument.
 Off-campus considerations:
 Health. Instrument/ frequency/ responsibility.
 Safety. Instrument/ frequency/ responsibility.
 Moral atmosphere. Instrument/ frequency/ responsibility.
 Conducive to study. Instrument/ frequency/ responsibility.

Food Services

Accountability. Contract or organizational chart.
 Central management. Organizational chart.
 Clean and sanitary. Inspection/ worker interviews/ student interviews.
 Regular inspection. Certificate.
 Adequate equipment and facilities. Inspection/ management interview/ worker interviews/ student interviews.
 Balanced/nutritious menus. Schedule/ management interview/ student interviews.

Health Services

Adequate provision. Services/ student interviews.
 On-campus facility (larger institution). Nurse interview/ facility inspection/ student interviews.
 Written agreement (smaller institution). Hospital contract/ physician contract/ student interviews.
 Transportation needs. Student handbook/ student interviews.
 Medical exam. Admissions form/ medical form/ student files.

Intercollegiate Athletics

Priority of education. Catalog/ academic dean interview/ faculty interview/ student-athlete interview.
 Student-athlete focus. GPA's/ faculty interviews/ student-athlete interviews.
 Policy controlled by administration. Faculty handbook/ administrative council minutes coach interviews/ faculty interviews.
 Same admissions requirements. Student-athlete files.
 Same course loads. Student-athlete course loads.
 Sportsmanship/student-athlete. Student handbook/ competition correspondence.
 Sportsmanship/spectators. Athletic program cards/ competition correspondence.
 Limited financial expenditure. Audited statements/ current budget.
 Limited P.R. emphasis. Catalog layout/ promotional material.

Placement

Active services. Program/ recruitment/ posting board/ placement rate/ student interviews.

9. FACULTY RESOURCES**Size of Faculty**

Teaching in area. Recent academic schedules/ faculty graduate credits.
 Faculty workload. Faculty interviews/ full-timeness/ percentage of instruction by full time faculty.
 Quality. Low GPA/ retention rate/ completion rate/ graduate school rate/ placement rate.

Student to Faculty Ratio

Moderate. Greater than 12:1/ less than 30:1.

Faculty Teaching Load

Twelve semester hours. Recent academic schedules/ interviews.
 Reduction for administration. Recent schedules/ interviews.
 Defended excess. Recent schedules/ interviews.

Faculty Qualifications

Mature Christian. Annual signed statement of faith/ experience.
 Competent. Meaningful student evaluation forms/ expanded faculty resume/ academic dean's annual analysis.
 Philosophy. Faculty paper. Integration. Faculty paper.

Faculty Credentials

Masters in primary area. Faculty graduate major/ recent academic schedules.
 Secondary area. Faculty graduate transcripts/ recent academic schedules.
 Accredited masters. Faculty files.
 Faculty development. Past and future activities/ development policy/ audited financial

statement.

Unaccredited Degrees

Limited unaccredited traditional programs. Documentation of unaccredited institution's faculty qualifications, course syllabi, and academic rigor.

No non-traditional programs. Faculty files.

Faculty Status

All appropriate persons. Catalog identifications/ interviews.

Rights and privileges. Faculty handbook/ administrative handbook/ interviews.

Tenure. Faculty handbook/ list of tenured professors/ interviews.

Faculty Appointment

Board appointed. Board minutes/ appointment policy.

Academic dean consulted. Board minutes/ appointment policy.

Faculty involvement. Appointment policy/ interviews.

Disclosure. Correspondence/ faculty contract.

Formal contract. Faculty contract/ faculty files.

Instruction

High quality. Student evaluation results/ faculty handbook expectations/ expanded resume/ academic dean's annual analysis.

Evaluation system. Student evaluation results/ expanded resume/ academic dean's annual analysis.

Professional development. Past and future activities/ development policy/ audited financial statement.

Worldview communicated. Student evaluation results/ course syllabi.

Normal grade distribution. Stratified grading data.

Individual student attention. Faculty handbook/ faculty interviews/ student interviews.

Academic Freedom and Responsibilities

Statement. Faculty handbook/ faculty interviews.

Faculty Welfare

Adequate provision. Salary scale/ merit system/ current contracts/ current budget/ audited financial statements/ interviews.

Benefits. Schedule of benefits/ current contracts/ current budget/ audited financial statements/interviews.

Professional growth. Professional development policy/ current budget/ audited financial statements/ interviews.

Faculty Organization

Bylaw provision. Bylaws.

Academic dean leadership. Bylaws/ faculty minutes/ interviews.

Curricular policy. Bylaws/ faculty minutes/ interviews.

Admission policy. Bylaws/ faculty minutes/ interviews.

Graduation policy. Bylaws/ faculty minutes/ interviews.

Student life oversight. Bylaws/faculty minutes/ interviews.

Professional growth. Faculty minutes/ interviews.

Faculty handbook. Comprehensive faculty handbook.

Fair and Reasonable Process for Faculty

Appropriate policy. Faculty handbook/ grievance file/ interviews.

10. LIBRARY AND OTHER LEARNING RESOURCES

Library Objectives

Compatible objectives. Statement of library objectives/ statement of institutional goals.

Achieving objectives. Statement of library objectives/ librarian's annual reports/ interviews.

Library Collection

Appropriate acquisition policy. Acquisition policy/ annual acquisition summaries/ collection development plan.

Conventional organization. Shelf list/ card catalog.

Accessibility. Examination/ interviews.

Support of the Curriculum

Entire curriculum. Catalog/ breakdown per discipline and major.

Periodical support. Breakdown per discipline and major.

Reliance on other collections. Circulation statistics.

Library Staff

Adequate size. Responsibilities of each staff person.

Adequate quality. Formal training and experience of each staff person.

MLS librarian. Faculty files.

Graduate biblical studies. Faculty files.

Faculty status. Catalog/ interviews.

Library Service

Range and quality. Itemization and description.

Optimal usage. Analysis of service availability and usage.

Library handbook. Library handbook.

Interlibrary loan. Contract/ use analysis

Other resources. Computers/ audio-visuals.

Off-campus Libraries

Appropriate services. Collection data, periodical subscriptions/ professional services/accessibility.

Library Administration

Outcomes. Policy manual/ outcomes data.

Systematic evaluation. Monthly agenda/ yearly agenda/ documented analysis/ five-year plan.

Library Advisory Committee

Composition. Committee roster/ minutes.

Active promotion. Committee minutes/ brochures/ interviews/ analysis of library usage.

Active development. Committee minutes/ recent budgets/ recent expenditures/

Future plans.

Library Budget

Six percent minimum. Budgets/ audited financial statements.

Equipment rider. Budget.

Librarian's Authority

Budget authority. Administrative manual/ budget process/ interviews.

Budgetary control. Administrative manual/ control mechanisms/ interviews.

11. ACADEMIC PROGRAMS

11a. CURRICULUM

Curricula

At least one traditional program. Catalog.

Potential ministry-focus of other programs. Catalog.

Continual faculty review. Faculty minutes history.

Critical faculty review. Analysis of the data/ proposals.

Outcomes: Analytical skills. Courses/ instrument/ results.

Communicative skills. Courses/ paper/ results.

Biblical worldview. Course/ paper/ interviews.

Vision of missions. Course/ paper/ interviews.

Biblical understanding. Instrument/ results.

Application to major. Course/ paper/ interviews.

Commitment to ministry. Paper/ interviews.

Biblical/Theological Studies Component

Major. Degree requirements/ diploma requirements/ rational sequence.

Outcomes: Historical/redemptive flow. Course content.

Articulate to contemporary issues. Course content/ paper/ instrument/ results.

Understand essential theology. Course content.

Study skills. Course/ paper.
 Commitment to ministry. Paper/ interviews.
 30-hour bachelor's and diploma. Degree requirements.
 Advanced track. Catalog.
 12-hour associate. Degree requirements.

Sequence of Biblical/Theological Studies

Sequential. Prerequisites/ culminating course.

Nature of Biblical/Theological Studies

Major engagement in direct Bible study. Course descriptions/ course syllabi.

Principle of Integration - Biblical Studies

Interaction with disciplines. Course descriptions/ course syllabi.

General Studies Component

Common core in bachelor's. Catalog.
 Breadth. Analysis of general studies core requirement.
 36-hour bachelor's. Degree requirements.
 Two disciplines to second level. Analysis of the data.
 One discipline to a third level. Analysis of the data.
 Integrative senior seminar. Degree requirements/ course syllabi.
 27-hour three-year programs. Diploma requirements.
 18-hour two-year degree programs. Associate requirements.

General Nature of General Studies

General concepts. Course descriptions/ course syllabi.
 Philosophical bases. Course descriptions/ course syllabi.
 Presuppositions of disciplines. Course descriptions/ course syllabi
 Alternate worldviews. Course descriptions/ course syllabi.

Principle of integration – General Studies

Biblical integration. Course descriptions/ course syllabi.

Professional Studies Component

Ministry skills courses. Program requirements.
 Three options. Catalog.

Professional/Theological Studies

Coursework validated by professionals. System/ minutes/ instrument/ results/ modifications.
 Coursework validated by graduate performance. System/ minutes/ instrument/ results/modifications.
 Demanding curricula. Course syllabi.
 Appropriately credited. Analysis of the data.
 18-hour minor. Program requirements.
 Rigorous internship. Program requirements/ analysis of the data.
 Logically sequenced. Prerequisites/ culminating course.
 Advanced. Fifteen hours of true upper-level coursework with three prerequisites.
 Marked proficiency. Instrument/ results/ employer surveys/ graduate school admissions.
 24-hour bachelor's. Program requirements.
 Faculty masters minimum. Faculty transcripts/ relationship to courses taught.

Pre-seminary/Pre-graduate Studies

Graduate school counseling. Catalog requirement/ interviews.
 Biblical integration. Course descriptions/ course syllabi.

11b. MINISTRY FORMATION PROGRAM

Student Ministries

Philosophy statement. Catalog/ student ministries handbook.
 Specific objectives. Catalog/ student ministries handbook.
 Publicizes. Catalog/ student ministries handbook.
 Comprehensive program Student ministries handbook.
 Focus on service to God. Philosophy statement.

Focus on meeting human needs. Philosophy statement.

Student Development through Student Ministries

Student development objectives. Specific objectives.

Value received. Instrument/ interviews/ results/ papers.

Administration

Faculty control. Committee schedule/ minutes re: philosophy, objectives, policies, and graduation requirements.

Committee composition. Roster includes students.

Committee function. Minutes re: planning, coordinating/ evaluating/ instrument/ results/ modifications.

Director of Student Ministries

Qualified director. Transcript/ experience.

Report to academic dean. Organizational chart/ job description.

Efficient/ regular evaluation. System/ instruments/ results/ interviews/ papers/ Supervisor reports.

Student efforts/ successes documented. System/ instruments/ verification.

Student development documented. System/ instruments/ results/ interviews/ papers/supervisor reports.

Permanent file. Contents of students' permanent file.

Coordination with organizations. System/ schedule/ training/ forms.

Department Responsibility

Coordination for professional/theological component. System/ faculty involvement.

Ministry Assignments

Systematic. Specifics of each organizational arrangement/ student reporting.

Preparation. Nature of each assignment.

Adequate supervision. Contract with organizations/ system for verification/ student interviews.

Recipient benefits. System/ instruments/ results/ recipient comments.

Student development. Instruments/ results/ interviews/ papers/ supervisor reports.

Upper division coordination for professional/theological students. System/ faculty involvement.

Academic Credit for Ministry

Only if closely supervised.

Only if coordinated with pro coursework.

Only if coordinated with vocational goals.

Audit of for-credit assignments/ supervisor communication/ course coordinated/ student's major program.

Evaluation of Student Ministries Program

Constant assessment. Committee frequency/ minutes/ instruments/ results/ modifications.

Long-range planning. Five-year development plan.

11c. ACADEMIC PATTERNS AND PROCEDURES

Departmental Structure

Only if three full-time faculty in department. Catalog.

Only if one full program in department. Catalog.

Otherwise, biblical studies/ general studies/ professional studies. Catalog.

Program Coordinator

Publicized as under specific coordinator. Catalog.

Structure of Academic Time

50-minute credit hour. Catalog.

15-week semester minimum. Catalog/ calendar.

11d. ALTERNATIVE ACADEMIC PATTERNS *

Non-traditional Education

Meet or exceed traditional offerings. Faculty credentials/ course syllabi/ admissions requirements/ student interviews.

Non-credit Continuing Education

Reflect positively. Courses/ programs offered/ faculty credentials/ course syllabi/ admissions requirements/ student interviews/ regular faculty interviews.

Off-campus Instruction

Comparable quality. Faculty credentials/ facilities/ supplies/ library access/ usage.

Contact with scholars. Mechanism for out-of-class faculty and/or student interaction.

Administrative control. Organizational chart/ interviews.

Academic control. Organizational chart/ interviews.

A description of common alternative academic programs will be available in the near future.

Appendix F

Liaison Guide: Preparation for Hosting an Evaluation Visit

Please provide the ABHE Accreditation Services Coordinator with the liaison's contact information at coa@abhe.org. It is our hope that your institution will appoint a liaison to coordinate arrangements between the institution president, staff, and the team chair. This guide is simply an outline for the evaluation's structure. For other requirements, please refer closely to additional ABHE resources such as the *COA Manual*, the *Self-Study Guide*, and the *Evaluation Team Handbook* available at www.abhe.org.

Reports

1) The **Evaluation Visit Report** will be distributed by email and print copy from ABHE to the institution president, liaison, and the board of control. 2) The institution will submit a written **Response to the Visit Report** and submit it to the ABHE Commission on Accreditation according to the guidelines for review by the Commission at its February meeting.

Representatives

For institutions being considered for initial candidacy or initial accreditation, the president and normally no more than two additional representatives, one of which may be a member of the board of control, will be expected to appear before the ABHE Commission at its February meeting to provide additional information and to answer any questions.

Billing

An invoice from ABHE will be sent to the institution following the visit for the current evaluation fee plus expenses for travel to the institution (*travel expenses are in addition to lodging, meal, and local transportation costs directly assumed by the institution throughout the evaluation*).

Lodging

The institution is expected to provide the evaluators with convenient lodging with quiet, separate rooms in proximity to each other. The liaison should consult with the team chair concerning the evaluators' arrival and departure times and the contact information for the place of lodging. ***All bills for hotel expenses should be directly assumed by the institution unless otherwise specified.***

Meals

The institution is expected to provide meals for the evaluators. Some meals should be scheduled in the institution's dining room and some at the place of lodging or local venues. Light refreshments available in or near the work room are always appreciated. ***All bills for meal expenses should be directly assumed by the institution unless otherwise specified.***

Transportation

The institution is expected to provide the evaluators with local transportation. The liaison should consult with the team chair concerning arrival and departure times to make appropriate arrangements for local transportation. The liaison should give the team chair a regional/campus map with lodging, dining, and meeting locations clearly marked. ***All bills for local transportation expenses should be directly assumed by the institution unless otherwise specified.***

Work Room

A work room should be available for the evaluators' exclusive use (preferably in the administration building). This room must have internet access and sufficient table or desk space to spread out material and prepare reports. Confirm with the team chair if additional computer,

printer, or projector access is needed. Light refreshments available in or near the work room are always appreciated.

Materials

The institution should make available for evaluators any and all official records, minutes, and documents. A calculator and dictionary should be provided in addition to a supply of paper, pencils, and pens. The liaison should discuss with the team chair about which materials are needed in the work room and administrator's offices. The liaison can then provide evaluators with a directory of materials to indicate document locations.

Typical Work Room Material:

- a. Class schedules for the current year and previous two years; outlines for curriculum including course title, description, objectives, content, materials, learning experiences, requirements, and bibliography;
- b. Sample institution catalogs, publicity periodicals, brochures, and policy manuals, such as handbooks for faculty, staff, students, library, student ministries, student council and alumni constitutions;
- c. Financial documents, such as the three most recent annual audited statements, the three most recent annual budgets, and the three most recent annual revenue profiles;
- d. Registrar reports for the previous three years;
- e. Faculty/staff roster reports for the past three years;
- f. Self-study materials: compliance document, assessment plan, and planning document.

Schedule

The evaluation normally encompasses a 48 hour period.

- a. The liaison should work with the team chair to schedule group meetings in advance.
- b. A recommendation for the first meeting between evaluators and key institution administrators is to share dinner the first night. After an orientation, finalize plans and confirm appointments for individual and group meetings to be held the next day. Class schedules, campus maps, and name tags should be available at this dinner meeting.
- c. At his/her discretion, the team chair may request administrators and full-time faculty to wear name tags during the evaluation.
- d. The team chair may request short, separate meetings with the student council, faculty, representatives of the board of control, and the public during the first full day.

Campus Orientation

An orientation should be provided for the institution's students, staff, administrators, and board as to the nature and purpose of the evaluation. This orientation should address the following information:

- a. Campus life, atmosphere, and activity ought to be as normal as possible during the evaluation;
- b. Evaluators will meet separately and privately with the student council, faculty, and a representative group of the board of control;
- c. Evaluators will interview all administrators and some full-time faculty, staff, students, and board;
- d. Evaluators appreciate consideration to complete their intensive tasks without interruption or distraction;
- e. Evaluators will visit a few classes and appreciate that:
 - 1) No tests be scheduled during the visit,
 - 2) An empty chair be available near the door,
 - 3) No special reference be made to evaluators.

Appendix G

Resources: Content Guidelines/Self-Study Instruments

Administrative Services—General	
<i>Professional development, guidelines, and voluntary standards</i>	American Association of Collegiate Registrars and Admissions Officers One Dupont Circle NW, Suite 520 Washington, DC 20036 Tel. (202) 293-9161 Fax. (202) 872-8857 http://www.aacrao.org/
<i>A battery of management analysis and development instruments and training elements. Also, the ACE Office of Self-Regulation publishes guidelines for practice in several administrative areas.</i>	American Council on Education One Dupont Circle NW Washington, DC 20036 Tel. (202) 939-9300 http://www.acenet.edu/
Board of Control or Trustees	
<i>Self-study guide and criteria for governing boards</i>	Association of Governing Boards of Universities and Colleges One Dupont Circle Suite 400 Washington, DC 20036 Tel. (202) 296-8400 Fax (202) 223-7053 http://www.agb.org/
<i>Useful information for building effective boards of directors.</i>	Board Source 1828 L Street NW Suite 900 Washington, DC 20036-5114 Tel. (202) 452-6262 or 800-883-6262 Fax (202) 452-6299 http://www.boardsource.org/
Business Affairs and Finance	
<i>Best practices in business administration for Christian institutions of higher education</i>	Association of Business Administrators of Christian Colleges 6895 Pinebrook Drive Hudsonville, MI 49426 Tel. (877) 303-8666 Fax. (616) 662-2231 http://www.abacc.com/
<i>Information on recommended planning and assessment system of the National Association of College and University Business Officers. Standard procedures for reporting and using financial information.</i>	National Association of College and University Business Officers 2501 M Street NW, Suite 400 Washington, DC 20037 Tel. (202) 861-2500 or (800) 462-4916 Fax. (202) 861-2583 http://www.nacubo.org/
Food Service	
<i>Standards for food services.</i>	National Association of College and University Food Services 1405 South Harrison Road, Suite 305 Manly Miles Building, MSU

	East Lansing, MI 48824-5242 USA Tel. (517) 332-2494 Fax. (517) 332-8144 http://www.nacufs.org/
Foreign Students and International Exchange	
<i>Publishes "Principles for International Educational Exchange" regarding admissions, advising. English language diagnosis and training, and community and overseas programs. Has a consultant and self-regulation program and a self-study guide.</i>	NAFSA: Assn. of International Educators 1307 New York Avenue, NW 8th Floor Washington, DC 20005-4701 Tel. (202) 737-3699 Fax. (202) 737-3657 http://www.nafsa.org/
Fund Raising from Private Sources	
<i>Biblical principles for stewardship and fundraising</i> http://tempsite0230.dream3.org/ME2/Audiences/dirmod.asp?sid=A5E7D13FB7D0483EBA654FA4708EE106&type=gen&mod=Core%20Pages&gid=F5EE12DF5FB04052AB4C15F16C5B219F	Christian Stewardship Association 4700 W. Lake Avenue Glenview, IL 60025-1485 Tel. (847) 375-4741 Fax (866) 597-1806 http://www.stewardship.org/
<i>Standards for fund-raising offices.</i>	Council for Advancement and Support of Education 1307 New York Avenue NW, Ste. 1000 Washington, DC 20005-4701 Tel. (202) 328-CASE (2273) Fax. (202) 387-4973 http://www.case.org/
<i>Budgeting manual from the organization founded by the late Larry Burket</i> http://www.crown.org/FinancialWisdom/church/ChurchManual.asp	Crown Financial Ministries P.O. Box 100 Gainesville, GA 30503-0100 Tel. (800) 722.1976 http://www.crown.org/
Health Services	
<i>Recommended standards and practices for an institution's health program.</i>	American College Health Association P.O. Box 28937 Baltimore, MD 21240-8937 Phone (410) 859-1500 Fax (410) 859-1510 http://www.acha.org/
Libraries	
<i>Professional development for librarians serving in Christian institutions of higher education</i>	Association of Christian Librarians P.O.Box 4 Cedarville, OH 45314 Tel. (937) 766-ACLL (2255) http://www.acl.org/
<i>A battery on self-study and planning tools for academic libraries.</i>	Association of Research Libraries 21 Dupont Circle Washington, DC 20036 Tel. (202) 296-2296 Fax. (202) 872-0884 http://www.arl.org/
Johnson, Edward. "Academic Library Planning, Self-Study and Management Review." <i>Journal of Library Administration</i> 2, nos. 2-4 (1982).	

Kania, Antoinette. "Development of a Model Set of Regional Accreditation Standards for an Academic Library." Ed.D. diss., Rutgers University, 1983. Also see "Academic Library Standards and Performance Measures," <i>College and Research Libraries</i> 49, no.1 (1988): 16-23.	
A valuable source of standards and performance assessment methods to use for analysis of academic libraries	
Personnel (Employee) Services	
	College and University Professional Association for Human Resources Tyson Place 2607 Kingston Pike Suite 250 Knoxville, TN 37919 Phone: (865) 637-7673 Fax: (865) 637-7674
Private Colleges and Universities	
<i>National service organization for small and mid-sized private liberal arts colleges and universities in the U.S.</i>	Council of Independent Colleges One Dupont Circle, NW, Ste. 320 Washington, DC 20036-1110 Tel. (202) 466-7230 Fax (202) 466-7238 http://www.cic.org/
Student Services	
<i>Professional development</i>	Association for Christians in Student Development http://www.acsdhome.org/
<i>Principles and guidelines for student services functions as formulated by representatives of 18 cooperating professional associations.</i>	Council for the Advancement of Standards for Student Services/Development Programs National Association of Student Personnel Administrators 1875 Connecticut Avenue, NW Suite 418 Washington, DC 20009 Tel. (202) 265-7500 Fax. (202) 797-1157
Upcraft, M. Lee and Schuh, John H. <i>Assessment in Student Affairs: A Guide for Practitioners.</i> San Francisco: Jossey-Bass Publishers, 1996	
Special Interests	
<i>Best practices in Christian teacher education</i>	Association of Christian Schools International 731 Chapel Hills Drive Colorado Springs, CO 80920-1027 Tel. (719) 528-6906 Fax. (719) 531-0631 http://www.acsi.org/
<i>Voluntary guidelines for faculty development</i>	Council for Christian Colleges and Universities 321 Eighth Street, NE Washington, DC 20002 Tel. (202) 546-8713 Fax. (202) 546-8913 http://www.cccu.org/
<i>Dedicated to enabling a renaissance of Christian scholarship within the contemporary university.</i>	C. S. Lewis Foundation P.O. Box 8008 Redlands, CA 92375 Tel. (909) 793-0949

	http://www.cslewis.org/
<i>Representing private colleges and universities in matters of federal policy</i>	National Association of Independent Colleges and Universities 1025 Connecticut Ave., N.W., Ste. 700 Washington, D.C. 20036-5405 Tel. (202) 785-8866 Fax. (202) 835-0003 http://www.naicu.edu/
<i>A self-study guide regarding consumer protection.</i>	Jung, Stephen M. "Accreditation: Improving Its Role in Student Consumer Protection in Postsecondary Education." North Central Association Quarterly (Spring 971): 363-373.
	Scott, Robert A., ed. "Determining the Effectiveness of Campus Services," in New Directions for Institutional Research, no.41 (March 1984): 93. Articles on student services, libraries, and computer services.
<i>Manages learning strategies for working adults</i>	Council for Adult and Experiential Learning (CAEL) 55 East Monroe Street Suite 1930 Chicago, IL 60603 Tel. (312) 499-2600 Fax. (312) 499-2601 http://www.cael.org/
• <i>The Criteria and Guidelines for Quality Continuing Education and Training programs: The CEU and Other Measurement Units</i> • <i>Connotative Learning: The Trainer's Guide to Learning Theories and Their Practical Application to Training Design</i> • <i>The Continuing Education Guide: The CEU and Other Professional Development Criteria</i> • <i>A Practical Handbook for Assessing Learning Outcomes in Continuing Education and Training</i>	International Association of Continuing Education and Training 1620 I St NW Suite 615 Washington, DC 20006 Tel. (202) 463-2905 Fax. (202) 463-8497 http://www.iacet.org/

Sources of Assessment Instruments

1. Personality

- **Taylor-Johnson Temperament Analysis (30-45 minutes)**
Psychological Publications, Inc.
 P.O. Box 3577 Thousand Oaks, CA 91359-0577
<http://www.tjta.com>
- **Psychological Publications, Inc.**
 2205 First Street, Suite 110

Simi Valley, CA 93065-1981
 (U.S. & Canada) (800) 345-TEST (8378)
 All Other locations: (805) 527-9202

- **CPP, Inc., and Davies-Black® Publishing**
 1055 Joaquin Rd., Suite 200
 Mountain View, CA 94043
 Tel: (650) 969-8901 or (800) 624-1765
 Fax: (650) 969-8608
- **Rosenberg Self-Esteem (3 minutes)**
 Rosenberg, Morris. *Conceiving the Self* (NY: Basic Books, 1979); Appendix A (p.291). Cf. *Society and the Adolescent Self-Image* (Princeton: Princeton University Press, 1965)

2. Critical thinking (50 minutes)

- **Watson-Glaser Critical Thinking Appraisal Psychological Assessment Resources, Inc.**
 16204 N. Florida
 Lutz, FL 33549
 Tel. 800-331-8378
 Fax: 800-7279329
<http://www.3.parinc.com>
- **Psychology tests and materials:**
 San Antonio Texas (1-800-228-0752)
 19500 Bulverde Rd.
 San Antonio TX 78259
<http://www.harcourtassessment.com>
- **Watson-Glaser Critical Thinking Appraisal: Form YM Thompson Learning**
 7555 Caldwell Avenue
 Chicago, IL 60648
 Tel. 800-237-2665
<http://www.wadsworth.com>

3. Moral development and values

- **Defining Issues Test (DIT) (40 minutes)**
 Center for the Study of Ethical Development
 206A Burton Hall
 178 Pillsbury Drive S.E.
 Minneapolis, MN 55455
 Tel. (612) 624-0876
<http://www.centerforthestudyofethicaldevelopment.net>
A copy of this test is found in James R. Rest, Development in Judging Moral Issues (University of Minnesota Press).
- **Values Scale (30 minutes)**
 CPP, Inc., and Davies-Black® Publishing
 1055 Joaquin Rd., Suite 200
 Mountain View, CA 94043

4. Family background

- **Family Adaptability and Cohesion Evaluation. Scales (FACES III) (5 minutes)**
David H. Olson
Family Social Science
University of Minnesota
290 McNeal Hall
St. Paul, MN 55108
(612) 625-1900
- **Parent Adolescent Communication (PAC) (10 minutes) (Mother/father/God)**
David H. Olson
Family Social Science
University of Minnesota
290 McNeal Hall
St. Paul, MN 55108
(612) 625-1900
- **Moos and Moos, Family Environment Inventory (FES) (10 minutes)**
CPP, Inc., and Davies-Black® Publishing
1055 Joaquin Rd., Suite 200
Mountain View, CA 94043
- **Parental Bonding Instrument (PBI) (Mother/Father/God)**
Parker, Gordon; Tupling, Hilary; and Brown, L.B. "A Parental Bonding Instrument," British Journal of Medical Psychology 52 (1979): 1-10.
- **Vergote's Father-God Image (10 minutes)**
Vergote, Antoine; and Tamayo, Alvaro. The Parental Figures and the Representation of God: A Psychological and Cross-Cultural Study (NY: Mouton Publishers, 1981).

5. Religious views

- **Religious Life Inventory (RLI) (10 minutes)**
Batson, Daniel; & Ventis, W. L. Religious Experience: A Social-Psychological Perspective (NY: Oxford, 1982): 153-154.
- **Spiritual Well-Being Scale (SWBS) (5 minutes)**
Ellison, Craig. "Spiritual Well-Being: Conceptualization and Measurement;" Journal of Psychology and Theology 11.4 (1983): 330-40.
- **Basic Religious Scale (BRS) (25 minutes)**
King, Morton; and Hunt, Richard. "Measuring the Religious Variable: National Replication," JSSR 14 (1975): 13-22.
- **Bible Content Tests: Form E (BCT) (45 minutes)**
The Association for Biblical Higher Education
5575 S. Semoran Blvd., Suite 26
Orlando, FL 32822-1781
Phone: (407) 207-0808
- **Religious Commitment Inventory (RCI-10)**
Worthington, E.L., Jr., Wade, N.G., Hight, T.L., Ripley, J.S., McCullough, M.E., Berry, J.W., Schmitt, M.M., Berry, J.T., Bursley, K.H., O'Connor, L. (2003). "The Religious Commitment Inventory-10: Development, refinement, and validation of a brief measure for research and counseling," Journal of Counseling Psychology, 50, 84-96.

6. Academic compatibility (2.5 hours)

ACT Comp; ACT scores and class rank; high school transcript would also be helpful (types of courses and grades). Type of school, size and length of stay should also be noted.

General Evaluation/Survey Service, and the College Outcomes Measures Project, which includes measures of general education and intellectual skills, an activity inventory, a measurement battery, and an objective test.

American College Testing Program

The ACT Evaluation/Survey Service, Specimen set (Instruments)
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
1-800-294-7027

7. Demographics (SES)▪ **Family:**

Parental: Age, education, vocations, income, assets, social status, religion, community involvement, religious involvement, values; death/divorce, etc.

Siblings: Age, sex, relationship, religion, birth order

- **Church:** Membership, level and length of time, participation, age of conversion
- **School:** Class rank, extra-curricular activities and interests, Christian/secular, how long in each
- **Structured Recommendations:** Pastor, teacher, friend, parent (This area may use specific questions taken from instruments being used in assessment to get cross-correlations of how the pastor, friends, parents, and teachers perceive an applicant on the various questions that will later be asked the student as part of self-assessment.)

8. Institutional assessment

Institutional performance survey (Instrument). Boulder, CO: National Center for Higher Education Management Systems.

Student-outcomes questionnaires (Instruments). Boulder, CO: National Center for Higher Education Management Systems.

9. Survey instruments

- Educational Testing Service
Western Field Office
2731 Systron Drive
Concord, CA 94518
Tel. (925) 808-2000
Fax. (925) 808-2118
Institutional Research Program for Higher Education: Institutional Goals Inventory; Student Reactions to College, Undergraduate Assessment Program; Student Instructional Report; Graduate Program Assessment; Global (International) Understanding.
- **Kansas State University**
The IDEA Center
211 South Seth Child Road

Manhattan, KS 66502

Tel. (785) 532-597

IDEA instrument for instructional development and effectiveness assessment; and department chair effectiveness assessment instrument.

- **McBer Company**
137 Newbury Street
Boston, MA 02116
Tel. (617) 261-5570
Management analysis instruments; learning style inventory; student self-definition and thematic analysis (general education outcomes).
- **UCLA Center for Research on Higher Education**
3005 Moore Hall
Box 951521
Los Angeles, CA 90095-1521
Tel. (310) 825-1925
Fax. (310) 206-2228
<http://www.gseis.ucla.edu/heri/heri.html>
Higher Education Measurement and Evaluation Kit, College Student Experiences Questionnaire, and other items
- **National Center for Higher Education Management Systems**
P.O. Box 9752
Boulder, Colorado 80301-9752
Tel. (303) 497-0301
A whole battery of data collection schemes and information system constructs: facilities, students, finances, course information, staff, and goal achievement measures.

10. Worldview

- **Nehemiah Institute**
2225 W. Orleans St., Suite 322
Stillwater, MN 55082
An instrument to determine the extent to which an individual has a biblical world view.

Guidelines for Program Review

The following institutions have written guidelines for the review of academic programs and/or administrative services:

1. **Associations of cooperating universities—**
 - **Advanced Education Council**
203-409 Granville Street
Vancouver BC 46C 1T2 Canada
Tel. 604-864-4612
Fax 1- 604-859-6653
 - **Middle States Commission on Higher Education**
3624 Market Street
Philadelphia, PA 19104
U.S.A.
Tel. 1- (267) 284-5000

2. Individual university developed systems—

- **Northwestern University**
Rebecca Crown Center
633 Clark Street
Evanston, IL 60208
U.S.A.
Phone: 847-491-3741
- **McGill University**
845 Sherbrooke Street West
Montreal, Canada H3A 2T5
Phone: 514-398-4455
- **Rutgers University—New Brunswick Campus**
Provost Office
Bishop Place
New Brunswick, NJ 08903
U.S.A.
Fax 1-908-932-8184
- **State University of New York at Albany**
1400 Washington Avenue
Albany, NY 12222
U.S.A.
Phone: (518) 442-3300
- **Universidad de Concepcion**
Concepcion
Chile
Attn.: Dr. Ricardo Reich, Director of Research
Fax 56-41-243-379

Fundraising Resources**eTapestry.com**

5455 Harrison Park Lane
Indianapolis, IN 46216
Tel. (888) 739 etap (3827) or (317) 545 4170
Fax (317) 545-4180

<http://www.etapestry.com>

Internet-based software for fundraising. Intro package available for free.

DonorPerfect

540 Pennsylvania Avenue
Ft. Washington, PA 19034
Tel. (800) 220-8111
Fax. (215) 542-4370

Donor management software for small and medium-sized organizations

The Foundation Center

79 Fifth Avenue/16th Street
New York, NY 10003-3076
Tel. (212) 620-4230 or

(800) 424-9836
 Fax. (212) 807-3677
<http://www.fdncenter.org/>
Lists prospective donors

GuideStar

4801 Courthouse Street
 Suite 220
 Williamsburg, VA 23188
 Tel. (757) 229-4631
<http://www.guidestar.org/>
Information about prospective grant donors.

Other Resources

Books for Libraries, Inc.

28064 Avenue Stanford, Unit L
 Santa Clarita, CA 91355
 Tel. (800) 321-5596 or (661) 259-2011
 Fax. (661) 259-3830
<http://www.booksforlibraries.com/>
Sells used academic books and shelving

RobinSoft Corporation

4405 Mall Blvd., Suite 318
 Union City, GA 30291
 Tel. (800) 486-5839 or (770) 774-0202
 Fax. (770) 774-0204
<http://www.robinsoftcorp.com/>
Sells a school administrative software system well-suited for many Bible institutions

Weber & Associates, Inc.

P.O. Box 17709
 Greenville, SC 29606
 Tel. (800) 441-1621
 Fax. (864) 675-9017
<https://www.weberassocinc.com/index.htm>
Financial aid consulting

Appendix H

STATISTICAL ABSTRACT SAMPLE 2011

Please follow this sample format closely as part of Progress Reports, Response to Visit Reports, and Self-study Reports submitted to coa@abhe.org according to the current Report Guide.

DATA CURRENT AS OF NOVEMBER 1, 20XX

1. NAME AND ADDRESS:

INSTITUTION
ADDRESS 1
ADDRESS 2
CITY, STATE ZIP

2. YEAR OF FOUNDING: 19XX

3. HISTORY OF RELATIONSHIP TO ABHE:

- A. Granted Applicant Status: Fall/Spring 19XX
- B. Granted Candidate Status: Fall/Spring 19XX
- C. Hosted evaluation with Accredited Status in view: Fall/Spring 19XX

4. BOARD OF CONTROL:

- A. Composition: # members, # pastors, # other professionals
- B. Organization: Self-perpetuating, members selected for 3-year terms
- C. Rotation: Members can succeed themselves once
- D. Control: Independent from outside control

5. DENOMINATIONAL AFFILIATION: Independent (Interdenominational)

6. RECOGNITION BY OTHER AGENCIES: (Eg. Accredited by Mid-Central States Regional Assoc.)

7. CHIEF EXECUTIVE OFFICER: John Doe, President

8. DEGREES OFFERED: 1-year Cert, A.A., B.A.

9. ACADEMICS:

- A. Majors, Concentrations, Minors:
Biblical Studies 2- and 4-year; Pastoral 4- and 5-year; Missions 4-year; English 4-year; Music 4-year
- B. The institution operates on a semester basis. Semesters are 17 weeks long.
Class periods are 50 minutes in length.

10. ENROLLMENT: (College-level credit only)	Fall 2008	Fall 2009	Fall 2010	Fall 2011
A. Headcount	250	260	270	280
B. Full-time	200	210	220	230
C. F.T.E.	225	235	245	255

11. PROFESSIONAL STAFF DATA:

- A. Administrators (non-teaching): 2
- B. Administrators (teaching): 4, teaching an average of 3 hours per term
- C. Full-Time Instructors: 10
- D. Part-Time Instructors: 6, teaching an average of 6 hours per term
- E. Teaching Loads: Average 12 hours for full-time instructors. Reduced loads are given to those with administrative duties.

12. HIGHEST EARNED DEGREE: (1 per person)

- A. Administrators (non-teaching): 1 Doctor's; 1 Master's
- B. Administrators (teaching): 1 Doctor's; 3 Master's
- C. Full-Time Instructors: 5 Doctor's; 5 Master's
- D. Part-Time Instructors: 1 Doctor's; 4 Master's; 1 Bachelor's

13. AVERAGE SALARIES: (includes fringe benefits)

- A. Professor: \$39,169/yr.
- B. Associate: \$36,617/yr.
- C. Assistant: \$32,669/yr.
- D. Instructor: \$25,946/yr.
- E. Part-time: \$750/credit hour (i.e., \$2,250 for 3-hour course)

14. STUDENTS:

- A. New Admissions: 50% in upper third of high school class; 100% in upper half
- B. Geographical Origins: 50% from FL, 20% from GA, & 30% from 13 different states
- C. Denominational Origins: 13 denominations represented; 20% from independent churches
- D. Race: 75% White; 15% black; 5% Asian; 5% Hispanic
- E. Financial Aid: 40% of students receive financial aid; 25% of aid comes from the college, 10% from the state, 60% from federal programs, and 5% from other sources

15. LIBRARY:	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
A. Cataloged Volumes:	76,000	80,000	84,000	85,000
B. Cataloged Titles:	72,000	75,000	80,000	81,000
C. Periodical Subscriptions:	380	400	450	475
D. Average Monthly Circulation:	2,500	2,800	3,000	3,200
E. Staffing:				
1. MLS Librarians	1	1	2	2
2. Support Staff (F.T.E.)	8	8	10	10
F. Budget for information resources:	\$18,000	\$19,000	\$20,000	\$21,000
G. Expended for information resources:	\$15,000	\$18,000	\$20,000	\$21,000

16. FINANCES:

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
A. Unrestricted Revenue	\$2,500,000	\$3,000,000	\$3,250,000	\$3,400,000
1. % generated by tuition & fees	55%	60%	60%	65%
2. % generated by aux. enterprises	25%	25%	25%	25%
3. % generated by gifts & grants	20%	15%	15%	10%
B. Change in Net Assets				
Positive/ (negative)	(\$1,500)	\$75,000	\$50,000	\$50,000
C. End of Year Net Assets				
Positive/ (negative)	(\$50,000)	\$25,000	\$75,000	\$125,000
D. Total Endowment Funds	\$2,000,000	\$2,250,000	\$2,500,000	\$3,000,000
E. Accounts Payable (over 30 days) at end of fiscal year	\$20,000	\$15,000	\$10,000	\$8,000
F. Financial Ratios				
1. Primary Reserve	0.40	0.29	0.41	0.79
2. Equity	0.73	0.59	0.70	0.62
3. Income	0.04	0.06	0.11	0.09

G. Weighted Score	2.19	1.98	2.72	2.56
-------------------	------	------	------	------

17. PLANT AND EQUIPMENT:

A. Book Value	\$3,500,000
B. Appraised Value	\$9,700,000
C. Plant Indebtedness	\$1,600,000

18. INDEBTEDNESS:

A. Plant Indebtedness	\$1,600,000
B. Total Indebtedness	\$1,800,000
C. Debt Structure:	

\$600,000-Mortgages at 8 1/2% interest will be retired in 15 years

\$800,000-Bonds at 7% interest maturing within 5-10 years

\$200,000-Demand notes at 7 1/2% interest

\$200,000-Bonds at 7% interest maturing in 1-5 years

\$60,000-Accounts Payable

D. Annual payments on plant indebtedness:

\$200,000 minimum (not including demand notes)

19. ALUMNI:

The college classifies 2,500 people as alumni (800 graduates). A 19XX survey revealed that 70% of alumni are in occupations directly related to their undergraduate major.

20. STUDENT MINISTRIES:

An average of 70% of the student body participated in weekly Student Ministry assignment each semester of the last academic year. Formal reports of their activities were made. These reports become part of the student's permanent record. Students in vocational ministry programs must complete a summer internship before graduation.

Signed _____

Institution _____

Date _____

Appendix I

U.S. Department of Education Expectations for Evaluation Reports

The U.S. Department of Education requires that the ABHE team reports comment upon the following:

Standard #1

1. The extent to which the institution broadly and accurately publicizes its
 - a. objectives,
 - b. means of assessing educational effectiveness, and
 - c. methods for determining “ability to benefit.”

Standard #2

2. Success with respect to student achievement in relation to the institution’s mission, including as appropriate, consideration of course completion, State licensing examination, and job placement rates. The adequacy and means used to document student achievement such as:
 - a. evaluation of senior theses,
 - b. review of student portfolios,
 - c. general education assessments,
 - (1) standardized test results,
 - (2) graduate or professional school test results,
 - (3) graduate or professional school placements,
 - d. job placement rates,
 - e. licensing examination results,
 - f. employer evaluations, and
 - g. other

NOTE: Documentation of achievement is to be verifiable and consistent.

3. The **team report** must include remarks regarding student achievement that provide information dealing with the following areas:
 - a. **appropriateness of the measures of student achievement chosen by the institution**
 - b. **rigor of the student achievement goals established by the institution**
 - c. *any issues related to student achievement that need improvement*
 - d. *overall student performance relative to desired learning outcomes*
 - e. *progress towards satisfaction of student achievement objectives*

Since the Commission must make a judgment regarding the appropriateness, rigor, and achievement record with respect to the institution’s student learning outcomes, the team report must provide the Commission a basis for making this judgment. The team report should document positive compliance with Standard #2a., not just non-compliance.

4. The extent to which assessment information is used in planning especially for the purpose of fostering enhanced student achievement.

Standards #1, #11

5. The clarity of institutional objectives; the consistency of institutional objectives with institutional mission; and the appropriateness of institutional objectives in light of the degrees or certificates awarded.

Standard #6, #9

6. Resources including faculty, facilities, equipment, and supplies.

Standards #9, #11

7. The extent to which graduates have satisfied all certificate/degree requirements; and the adequacy of documentation demonstrating that graduates have satisfied all graduation requirements.

Standard #6

8. Fiscal and administrative capacity as appropriate to the specified scale of operations.

Standard #7

9. The adequacy of documentation demonstrating the student's ability to benefit from instruction for those not meeting normal admissions Standards; the extent to which institutions admitting students on the basis of the ability to benefit use appropriate methods to determine that students are capable of benefiting from the education offered.

Standards #2, #11

10. The extent to which graduation is awarded only to students who have demonstrated educational achievement as assessed and documented through appropriate measures.

Standard #8

11. Student support services.

Standards #3, #7, #11

12. Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.

Standard #11

13. Measures of program length and the objectives of the degrees or credentials offered and their conformity to ABHE Standards.

Standard #8

14. The record of student complaints against the institution and actions taken to resolve them; the inclusion of ABHE's address and telephone number in public documents, including the college catalog and student handbook.

Standard #3 (Policy on Institutional Compliance with Title IV)

15. For institution's participating in Title IV programs administered by the U.S. Department of Education, the record of compliance with the institution's program responsibilities under Title IV of the 1998 Higher Education Amendments. Data to be reviewed includes the institution's default rates, the results of financial or compliance audits, program reviews, or any other information provided the institution by the U.S. Department of Education. With respect to findings of noncompliance, matters to be reviewed include corrective steps being taken by the institution, and implications of the Title IV noncompliance for the institution's compliance with ABHE *Standards*.

Standard #11

16. **Specifics on how the institution defines a “credit hour.”** Particular care must be taken to determine the institution’s practice with respect to distance education and adult degree completion programs. Note: A semester credit hour represents a minimum of 50 minutes of instruction per week over a 15-week period, supplemented by two hours of preparation for each hour of instruction for the average student; or the equivalent amount of time (37.5 hours) in instructor designated learning activities. A quarter credit hour represents a minimum of 50 minutes of instruction per week over a 10-week period, supplemented by two hours of preparation for each hour of instruction for the average student; or the equivalent amount of time (25 hours) in instructor designated learning activities. A quarter credit hour is equivalent to 2/3 of a semester credit hour. Time for final examinations is outside these specifications. The assignment of credit hours may be based on intended learning outcomes, verified through student achievement, that the institution determines are reasonably equivalent to a credit hour of student work. It is usually necessary to employ sampling to cover the various facets of the institution’s instructional offerings.

Standards #3, #7, #11 (Various policies)

17. The adequacy and accuracy of the institution's public disclosures regarding its:
- resources,
 - admissions policies and standards,
 - credit transfer policy (must be made public),
 - academic offerings,
 - policies regarding satisfactory academic progress,
 - fees and other charges,
 - refund policies,
 - completion or graduation rates for full time certificate or degree-seeking undergraduate students,
 - graduation requirements, and
 - accreditation status.

Standards #2, #3

18. The **public nature**, adequacy, and accuracy of the institution's disclosures regarding its educational effectiveness.
19. The adequacy and accuracy of the institution's public disclosures regarding the employment of recent graduates in occupations related to the education offered.
20. The adequacy and accuracy of any data used by the institution in public disclosures to support its claims relative to the items enumerated by numbers 17, 18, and 19 above.

Standard #11 (Various policies)

21. The adequacy of the institution’s self evaluation of distance education offerings, branch campus offerings, and offerings at additional locations. (The standards used for traditional education should also be applied to distance education.) See the ABHE “Policy on Alternative Academic Patterns” (*Manual*, pp. 59-64).
22. The adequacy of the institution’s control of and support for distance education, branch campuses, and “additional locations.”
23. **The adequacy of the institution’s efforts to ensure that the student getting credit for distance education or correspondence work is the student who is doing the work. (c.f. Guidelines for Ensuring Integrity in Distance Education & Correspondence Studies)**

(Policy on Substantive Change)

24. The adequacy of the institution's compliance with ABHE's "Policy on Substantive Change"
- change in mission/objectives,
 - change in legal status or control,
 - change in programs/courses that represent a significant departure from the content of past offerings,
 - change in method of or location for delivery of educational offerings (for branch campuses or additional locations, teams should be provided information regarding the programs to be offered, anticipated revenues/expenses and cash flows, control and management mechanisms, and physical resources) ,
 - change in level of offerings,
 - change in clock vs. credit hours, and
 - substantial change in length of program or credit hours awarded.

Note: If an institution is found to be in compliance with the *Standards* for Accreditation, a decision to grant or reaffirm accreditation is appropriate if it is reasonable to assume that the institution has the capacity to maintain its compliance with the Standards throughout the period of accreditation granted (i.e. five years in the case of initial accreditation and ten years for reaffirmation of accreditation). If an institution fails to be in substantial compliance with a criterion, the Association is required to take immediate adverse action against the institution or require the institution to come into satisfactory compliance with the criterion within two years. If the institution does not come into compliance within two years, the Association is required to take adverse action immediately unless the Commission determines, for good cause, that the period for achieving compliance should be extended. For purposes of this requirement, sanctions are not considered adverse actions. It may be necessary to justify good cause extensions of the time for compliance to the U.S. Secretary of Education.

Team Chair Certification

I have inventoried the team report and hereby certify that the report addresses all of the USDE Title IV eligibility-related standards summarized above sufficiently to allow the Commission to fulfill its obligation to render a judgment regarding compliance.

Signature _____

Date: _____

Print Name: _____

COA Staff Certification

I have inventoried the team report and hereby certify that the report addresses all of the USDE Title IV eligibility-related standards summarized above sufficiently to allow the Commission to fulfill its obligation to render a judgment regarding compliance.

Signature _____

Date: _____

Print Name: _____

Appendix J

Coordinated/Joint Team Visit Instructions

ABHE's accreditation scope is primarily institutional in nature. Accordingly, for those institutions that voluntarily submit themselves to the Association's accrediting process, ABHE assumes responsibility for the entire institution. Many member colleges hold accreditation with both ABHE and their respective regional accrediting body. A few institutions hold accreditation with both ABHE and TRACS (The Transnational Association of Christian Colleges and Schools). Where dual accreditation is held, ABHE is committed to working with its members to reduce burdensome and costly redundancy while at the same time working to ensure that its institutions meet its *Standards* and self-study expectations. ABHE member institutions wishing to coordinate self-study processes, documentation, and evaluation visits with other recognized agencies must submit a written proposal to Commission staff requesting permission and seeking guidance regarding coordinated self-study.

Self-Study Documents

Generally, as indicated above, self-study compliance documents prepared for regional bodies may be used for the ABHE evaluation process provided that data is current and that the report is indexed to ABHE *Standards* and supplemented to address discrete ABHE *Standards*. Tables are available in the ABHE Evaluation Visit Manual that provides more detailed guidance for this process. Regardless of whether required by the coordinating agency, ABHE requires submission not only of a compliance document but also a separate assessment plan document and planning document, in accordance with specifications outlined in the policy on "Accreditation Procedures (Manual, pp 84ff) and Appendices B & C (pp. 44-58) of this Guide to Conducting a Self-Study.

Joint Evaluation Visits

Joint visits normally feature a unified team with representatives of both agencies who write a common team report. When acceptable to the regional accrediting body, ABHE will cooperate by participating on a joint visitation team. The institution must take the initiative to request a joint visit and, of course, the regional agency must agree to cooperate with ABHE. Permission for joint visits may be granted under the following conditions:

- the coordinating agency pledges to ensure that its staff and the team chair will provide opportunity for the evaluators to be trained in ABHE accreditation *Standards*;
- a Joint Accreditation Visit Agreement must be signed by representatives of the institution under review as well as both accrediting agencies involved in the joint visit, stipulating that the lead agency will ensure that evaluators of both agencies will be adequately trained in the *Standards* of both agencies;
- a member of ABHE's Commission on Accreditation or Commission professional staff will accompany joint visits in order to conduct adequate training and provide guidance regarding interpretation of ABHE *Standards*.

One agency will be designated as the lead or coordinating agency and the other as the cooperating agency. Duties are typically divided between the agencies as illustrated by Figure 1 below. For visits with regional agencies, it is typical that the regional accrediting body serves as the coordinating agency, and ABHE as the cooperating body. Experience has taught that ABHE will typically provide at least three members on such a team. One of the three normally serves as chair of the ABHE component of the team. In most cases, there is a unified team report that represents the conclusions of both components of the team. Occasionally, there may be a disagreement between the regional evaluators and the ABHE component. In such cases, it is appropriate for the chair of the ABHE component to lead the ABHE evaluators in writing a minority report. As of this writing, the submission of an ABHE minority report in connection with a joint visit has occurred only once. When ABHE cooperates with a regional team, evaluators are expected to work with the regional body to establish the time schedules for the visit. The chair of the joint team will carry primary responsibility for working out an acceptable arrangement. Special

efforts must be made to communicate effectively with all parties. Good communications are essential to minimize misunderstandings or confusion.

Coordinated Evaluation Visits

Some regional agencies do not agree to joint visits. Most will, however, participate in coordinated visits, wherein regional and ABHE teams are on campus simultaneously or at times spaced very close together. To enjoy the benefits of a coordinated visit, an institution must be willing to share its regional team report with ABHE. Normally, the institution will automatically have ABHE's permission to share its ABHE report with the regional agency.

Coordinated visits benefit institutions in two ways. First, ABHE will make use of the regional self-study materials as long as they have been supplemented to address concerns unique to ABHE. The issues unique to ABHE may be interwoven into the text of the regional report, or may be included as a separate supplementary document. If the institution chooses to provide its regional self-study materials for the ABHE team, it must prepare an index keyed to the ABHE Standards showing where the appropriate material dealing with each Standard and its associated Essential Elements can be found in the regional report. As previously stated, regardless of whether required by the coordinating agency, ABHE requires submission not only of a compliance document but also a separate assessment plan document and planning document, in accordance with specifications outlined in the policy on "Accreditation Procedures (Manual, pp 84ff) and Appendices B & C (pp. 44-58) of this Guide to Conducting a Self-Study.

Although the focus of a coordinated team visit is normally on ABHE's unique requirements, it is sometimes the case that items of concern are discovered that affect general compliance with ABHE *Standards* and perhaps the other agency's *Standards*. ABHE teams are at liberty to explore such items as fully as needed to ascertain the institution's true state of compliance with the Association's policies and "*Standards* for accreditation."

ABHE will send a reduced team, since it will rely primarily on the regional team report for the evaluation of compliance with common *Standards*. Rather than the normal five-member team, the ABHE team for a coordinated visit will usually consist of three persons: an administrator, an academican, and a faculty member. While members of the "reduced team" may feel free to investigate any facet of an institution they deem necessary, there are typical assignments of evaluative responsibilities for the team members outlined in the *Assignment of Duties* below.

These assignments should be viewed as guidelines only since the team chair may exercise flexibility in making these assignments depending on the gifts and experiences of the team members, the nature of the institution, the adequacy of the self-study supplement for ABHE, and information available from the regional team evaluation report (if available at the time of the ABHE visit) or the history of ABHE's interaction with the institution. In some cases it may be necessary to add areas not listed, while in others it may be possible to delete some of the items above.

Questions about coordinated visits should be referred to the ABHE staff.

Standards Having Dimensions Unique to ABHE

1. MISSION, GOALS, AND OBJECTIVES

The institution has a clearly defined mission that is appropriate to higher education as well as its own specific educational role. The mission statement serves as the foundation for institutional operations, programs, and activities. Statements of the goals and program objectives specify how the institution will fulfill its mission.

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

1. A clearly defined mission statement, *appropriate to biblical higher education*, developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board.

2a. ASSESSMENT OF STUDENT LEARNING

An institution has an overall plan to assess its effectiveness in achieving its mission. Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student's knowledge, skills and competencies against institutional and programmatic goals.

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by ...

1. The identification of appropriate inter-related student outcomes in the context of institutional goals, program objectives and course objectives.

3. INSTITUTIONAL INTEGRITY

The institution is a model of *Christian ethical behavior*, both internally and externally. The institution demonstrates integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

ESSENTIAL ELEMENTS:

Relative to this standard, an accredited institution is characterized by . . .

4. An institutional culture that fosters respect for diverse backgrounds and perspectives.
5. Equitable and consistent treatment of constituencies in all areas including student discipline, student evaluation, grievances, faculty promotion, administrative review, compensation, and human resource management.
6. Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.
7. Fulfillment of all applicable *Standards* and requirements of the ABHE Commission on Accreditation.

4. AUTHORITY AND GOVERNANCE

The institution is legally constituted as a nonprofit organization authorized by its state or province to operate as an educational institution and grant all degrees and/or offer credentials. The institution has a governing board with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development, and ongoing operations.

ESSENTIAL ELEMENTS:

Relative to this standard, an accredited institution is characterized by ...

8. A governing board appropriate in size to operate efficiently and sufficiently diverse in terms of ethnicity, gender (*where theologically appropriate*), and professional competencies to represent the constituency.

6. INSTITUTIONAL RESOURCES

The institution has the human, financial, physical, and technological resources needed to achieve its mission and has implemented policies and procedures to manage these resources effectively.

6a. HUMAN RESOURCES**ESSENTIAL ELEMENTS**

Relative to this standard, an accredited institution is characterized by . . .

2. Written policies and procedures for hiring, promoting, and dismissal of institutional personnel based on principles of fairness and regard for individual rights.
3. Demonstrated commitment to provide adequate resources for employee welfare including professional growth and development.
4. Policies and practices that support employee diversity appropriate to the cultural context.
5. An organizational climate that encourages job satisfaction, collegiality, and respect among personnel.

6b. FINANCIAL RESOURCES**ESSENTIAL ELEMENTS**

Relative to this standard, an accredited institution is characterized by . . .

3. The cultivation of multiple revenue streams sufficient to enable the realization of institutional goals.
4. Adequate resources to ensure achievement of educational goals.

5. Risk management policies and procedures sufficient to safeguard assets.
6. Appropriate board oversight of financial management to meet public accountability obligations.
7. Sufficient financial reserves to enable an effective response to unforeseen crises.
8. Adequate internal controls to safeguard assets and protect personnel from accusations of wrongdoing.

6d. TECHNOLOGICAL RESOURCES

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

4. Clearly stated policies and procedures regarding technological resources, services, and security.

7. ENROLLMENT MANAGEMENT

The institution has developed and implemented an enrollment management plan that is consistent with its mission and addresses issues of recruitment, admissions, financial aid and retention.

7a. RECRUITMENT

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

1. Recruitment strategies that are directed toward students whose *spiritual commitment, goals and interests* are consistent with the institutional mission.
2. Accurate and comprehensive recruitment literature that enables prospective students to make informed decisions.
4. Recruitment that reflects ethnic, cultural, and gender patterns and commitments relevant to the institution's constituency.

7b. ADMISSIONS

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

1. Admissions requirements and procedures that are clearly communicated to prospective students and applied consistently in the admissions process.

8. STUDENT SERVICES

The institution provides services that contribute to the holistic development and care of students and that are appropriate to the level of education and delivery system.

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

1. A commitment to the spiritual, physical, intellectual, emotional, and social development of students that is consistent with biblical higher education.
2. Services that meet the needs of students, regardless of location or instructional delivery system.
3. Services that respond to diverse student needs, abilities, and cultures.
4. The organization and delivery of student services that are integrated into academic programs and appropriately aligned with the institution's culture and educational objectives.
6. Leadership development facilitated by curricular and/or co-curricular programs that are integrated with the educational objectives.
7. A regular system of assessing needs, experiences, and levels of student satisfaction in order to improve services.

9. FACULTY RESOURCES

The institution maintains a faculty committed to its mission and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The institution fosters an academic climate that stimulates the exchange of ideas, encourages professional development, and promotes the well-being of faculty.

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

9.a

1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.
8. Evidence of faculty contribution in the areas of student learning, scholarship, institutional development, *ministry*, and community service.
9. Adequate support for the professional advancement and development of its faculty including the pursuit of terminal degrees.
10. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.
11. A faculty that is representative of the diversity of the constituency.

9.b

1. A core faculty of sufficient size and expertise, committed to the fulfillment of its mission and responsible for the quality of its academic functions.
3. A process of faculty appointment that includes appropriate involvement of related academic and administrative personnel.
6. A faculty that is appropriately involved in academic-related decision-making processes *especially related to admissions Standards, curriculum, student life, and graduation requirements.*

11. ACADEMIC PROGRAMS

The institution's academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with some programs oriented specifically to full-time vocational ministry but all programs enabling students to achieve a biblical worldview.

11a. CURRICULUM**ESSENTIAL ELEMENTS**

Relative to this standard, an accredited institution is characterized by ...

3. Evidence that the integration of curricular components enable students *to achieve a biblical worldview.*
4. A curriculum *taught with sensitivity to the cultural context in which the students minister.*
6. Evidence that course sequence progresses from foundational to advanced studies appropriate to the degree.
7. A curriculum content and level of education appropriate to the degree and nomenclature being offered.
8. Appropriate distinctions between levels of study in terms of students, faculty, and learning methods.
9. A Bible/theology component equivalent to 30 semester hours, 9 of which may be in interdisciplinary Bible related courses for a non-church related baccalaureate, 18 semester hours of Bible/theology for a non-traditional degree completion program and 12 semester hours of Bible/theology for a one- or two-year program.
10. A core of general education studies representative of the breadth of general studies and equivalent to 36 semester hours for a baccalaureate degree or 18 semester hours for an associate degree.
11. A core of professional studies equivalent to a minimum of 18 semester hours and selected to equip students for professional positions.
12. Professional programs requiring significant practicum experiences in the area of specialization.

Relative to this standard, graduate programs of an accredited institution are characterized by...

13. Curricula and resources to support programs that foster progressively more advanced student educational achievement and *more effective ministry/leadership* than undergraduate education.
14. Curricula providing for the development of research and independent thinking at an advanced level and/or appropriate high level professional practice.
15. Pre-requisite or curricular biblical/theological studies to ensure that students develop and demonstrate significant ability to think biblically in relation to their academic or professional disciplines.

16. Appropriate pre-requisite and/or curricular requirements to ensure that students are capable of pursuing advanced studies in the discipline.
17. A learning environment that cultivates critical thinking, theological reflection, spiritual formation, and effective leadership/ministry practice.
18. Appropriate practicum or internship experiences in the area of specialization for all professional programs.

11b. MINISTRY FORMATION PROGRAM

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution offering undergraduate curricula (and graduate curricula that feature field education) is characterized by . . .

1. A culture and programs that promote development of effective witnesses and servants in the church and the world at large.
2. An educational philosophy in which ministry formation is viewed as an integral part of the student's education.
3. A program of supervision that provides an adequate basis for evaluating and guiding students in the pursuit of their professional goals.
4. A ministry formation program coordinated by a director normally with faculty status and implemented under the supervision of faculty.
5. Evidence that the program is adequately staffed and financially supported.
6. A system of regular program review and assessment of outcomes that results in program improvement.
7. Evidence that academic credit given for ministry is warranted.

11c. ACADEMIC PATTERNS AND PROCEDURES

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

1. A clear and publicized statement of faculty-adopted requirements for graduation.
2. A process that involves faculty approval of candidates for graduation.
3. An academic structure organized in departments, divisions, or alternate approaches appropriate to the size and complexity of the institution.

TABLE OF RESPONSIBILITIES FOR JOINT VISITS

Abbreviations: Co-ord.– Coordinating or lead agency
 Co-op – Cooperating Agency
 Inst. – Institution
 Chair – Evaluation Team Chair
 Team Member – Evaluation Team Members

<u>Task</u>	<u>Co-ord.</u>	<u>Co-op.</u>	<u>Inst.</u>	<u>Chair</u>	<u>Team Member</u>
Agree to joint visit	X	X	X		
Set date for joint visit	X	X	X		
Determine format for self-study	X	X	X		
Determine <i>Standards</i> for evaluation	X	X			
Select team chair	X				
Determine format of team report	X	X		X	
Determine time for pre-visit conference			X	X	
Conduct pre-visit conference				X	
Determine # of team members needed	X	X			
Select/appoint team members	X	X			
Supply self-study to team			X		
Establish arrival time for team members				X	
Make travel arrangements					X
Inform institution of travel plans					X
Supply team with evaluations materials					X
Cooperating agency		X			
Coordination agency	X				
Write/edit 1 st draft of team report				X	
Write/edit abstract of team report				X	
Circulate 1 st draft of team report to team members & institution				X	
Comment on 1 st draft of team report					X
Prepare final copy of team report				X	
Distribute team report to: Institution Coordinating agency Cooperating agency				X X X	
Submit travel expense voucher to coordinating agency					X
Pay travel expenses of team members	X				
Invoice institution for evaluation fee	X	X			
Invoice institution for travel expenses	X				
Prepare overall team recommendation on action regarding purpose of visit				X	
Distribute overall team recommendation to coordinating & cooperating agencies				X	
Notify cooperating agency regarding Accrediting Commission's decision with respect to the institution	X				
Notify coordinating agency of Accrediting Commission's decision with respect to institution		X			
Notify Institution of Accrediting Commission's decision	X	X			

Figure 1

Appendix K

Coordinated/Joint Visit ONLY – Memorandum of Agreement

- ABHE is committed to working with its members to reduce burdensome and costly redundancy while at the same time ensuring that its institutions meet its standards and self-study expectations. In the interest of professional courtesy, collegiality, and peer review, the entities noted below hereby agree to participate in a joint accreditation visit, according to the following terms and provisions:
- Each participating agency is recognized by USDE and/or CHEA;
- A recognized institutional accrediting agency whose scope encompasses the entire institution (normally the regional agency) will serve as the coordinating agency for the joint visit;
- The coordinating agency will designate a qualified team chair, subject to agreement of the other parties;
- Each participating agency may designate a chair for its delegation, but all members of participating agencies agree to subject themselves to the visit team chair;
- Each cooperating agency will furnish qualified team evaluators whose number and assignments will be mutually determined;
- The evaluation team visit will encompass standards of all participating agencies;
- Participating institutional accrediting agencies will issue a single team report and recommendation relative to accreditation status with each agency;
- The institution accepts responsibility for evaluation visit fees and associated expenses levied by each agency;
- Each participating agency will furnish to each member of the joint visit team copies of its accreditation *Standards*, team evaluation documents, and other materials;
- The coordinating agency pledges to ensure that the team chair will provide opportunity for evaluator training in the accreditation *Standards* of each participating institutional accrediting agency;
- A member of ABHE's Commission on Accreditation or Commission professional staff will accompany the joint visit in order to conduct, in cooperation with the team chair, adequate training and provide guidance regarding interpretation of ABHE *Standards*.
- In the unlikely event of an irresolvable disagreement between delegations from participating agencies, the delegates of any agency may issue a minority report.
- The chair of the joint team will assume primary responsibility for visit logistics and communication among representatives of each participating agency.

Institution Name: _____ Visit Purpose: _____
 CEO Signature: _____ Date: _____

Primary Coordinating Agency: _____
 Authorized Signature: _____ Date: _____

Cooperating Agency: _____
 Authorized Signature: _____ Date: _____

Appendix L

Bibliography Resources

I. National and Regional Manuals and Standards.

Association for Biblical Higher Education. *COA Manual*. Orlando, Fla.: The Association, c2009. Links to the Standards are available online at <www.abhe.org/accreditation>

Association of College & Research Libraries. *Information Literacy Competency Standards for Higher Education*. Chicago: ALA/ACRL, 2000. Available online at <<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>>

Middle States Association of Colleges and Schools. Commission on Higher Education. *Advancing Student Learning (Student Learning Assessment: Options and Resources)*. Philadelphia, Pa.: Middle States Commission on Higher Education, 2003. Also available online at <http://www.msache.org/msache/content/pdf_files/AdvancingSL.pdf>

New England Association of Schools and Colleges Commission on Institutions of Higher Education. *Standards for Accreditation*. Available online at <<http://www.neasc.org/cihe/stancihe.htm>>

North Central Association of Colleges and Schools (U.S.). Commission on Institutions of Higher Education. *A Collection of Papers on Self-study and Institutional Improvement, 1994*. Chicago, Ill.: Commission on Institutions of Higher Education, 1994.

_____. *Handbook of Accreditation*, 3rd ed., is available online for download at <<http://www.ncahigherlearningcommission.orgdownload/handbook03.pdf>>

Northwest Commission on Colleges and Universities. *Accreditation Standards*. Available online through a link at <<http://www.nwccu.org>>

Southern Association of Colleges and Schools, Commission on Colleges. *Principles of Accreditation: Foundations for Quality Enhancement*. Available online at <<http://www.sacscoc.org/principles.asp>>

Western Association of Schools and Colleges. *Handbook of Accreditation*. Available online at <<http://www.wascweb.org/senior/handbook.pdf>>

II. General Works

Banta, Trudy W. *Hallmarks of Effective Outcomes Assessment*. San Francisco: Jossey-Bass, 2004.
Kells, H. R. *Self-study Processes: a Guide For Postsecondary and Similar Service-Oriented Institutions and Programs*. 4th ed. Phoenix, Ariz.: Oryx Press, 1995.

Kells, H. R., F. A. Van Vught (eds). *Self-regulation, Self-study and Program Review in Higher Education* London, NJ: Jessica Kingsley Publishers, 1989.

Maki, Peggy. *Assessing for Learning: Building a Sustainable Commitment across the Institution*. Sterling, Va.: Stylus, 2004.

Nelson, Bill. *Standards and Assessment for Academic Libraries: A Workbook*. Chicago: ALA/ACRL, 2002.

Palomba, Catherine A. and Trudy W. Banta. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco: Jossey-Bass, 1999.
Saffold, Guy S. *Strategic Planning for Christian Organizations: Turning the Power of Vision into Effective Ministry*. Fayetteville, Ark.: Accrediting Association of Bible Colleges, 1994.

Walvoord, Barbara E. Assessment Clear and Simple: a Practical Guide for Institutions, Departments, and General Education. San Francisco: Jossey-Bass, 2004.

Young, Kenneth E.; Chambers, Charles M.; Kells, H. R., et. al. *Understanding Accreditation* San Francisco, Calif.: Jossey-Bass, 1983.

III. Aspects of Accreditation

Achen, C. H. *Interpreting and Using Regression*. Beverly Hills, Calif.: Sage, 1982.

Alstete, Jeffrey W. *Accreditation Matters: Achieving Academic Recognition and Renewal*. (ERIC Clearinghouse on Higher Education. Association for the Study of Higher Education. ASHE-ERIC higher education report; vol. 30, no. 4). San Francisco: Jossey-Bass, 2004.

Alstete, Jeffrey W. *Benchmarking in Higher Education: Adapting Best Practices to Improve Quality*. (ERIC Clearinghouse on Higher Education; Association for the Study of Higher Education; ASHE-ERIC higher education report; no. 5, 1995). Washington, D.C.: Graduate School of Education and Human Development, the George Washington University, 1996.

Alverno College Faculty. *Assessment at Alverno College*. Liberal Learning at Alverno Series. Milwaukee, WI: Alverno Productions, 1985.

Anastasi, Anne, and Susana Urbina. *Psychological Testing*. (7th Edition) Upper Saddle River, N.J.: Prentice Hall, 1996.

Angelo, T.A., Ewell, P.T. & Lopez, C. "Assessment at the Millennium: Now What?" In L. Suskie (Ed.), *Assessment to Promote Deep Learning* (pp. 59-63). Washington, D.C.: American Association for Higher Education, 2001.

Angelo, Thomas A. *Classroom Assessment and Research: an Update on Uses, Approaches, and Research Findings*. San Francisco : Jossey-Bass Publishers 1998.

Association of American Colleges and Universities. *Taking Responsibility for the Quality of the Baccalaureate Degree*. Washington, D.C.: Association of American Colleges and Universities, 2004.

Astin, Alexander W. *Assessment for Excellence: the Philosophy and Practice of Assessment and Evaluation in Higher Education*. Phoenix, Ariz.: Oryx Press, 1991.

Astin, A. W., Banta, T. W., Cross, K. P., El-Khawas, E., Ewell, P. T., Hutchings, P., Marchese, T. J., McClenney, K. M., Mentkowski, M., Miller, M. A., Moran, E. T., and Wright, B. D. "Principles of Good Practice for Assessing Student Learning." *Leadership Abstracts*, 6(4), 1-2, 1993.

Avery, Elizabeth Fuseler. *Assessing Student Learning Outcomes for Information Literacy Instruction in Academic Institutions*. Chicago: Association of College and Research Libraries, 2003.

Banta, Trudy W., "Implementing Assessment: Some Organizational Issues." *Implementing Outcomes Assessment: Promises and Perils*, New Directions for Institutional Research, no. 59. San Francisco, CA: Jossey-Bass, 1988.

Banta, Trudy, ed. "Implementing Outcomes Assessment: Promise and Perils." New Directions for Institutional Research, no. 59. San Francisco, CA: Jossey-Bass, 1988.

Banta, Trudy W., and Fisher, H.S. "Measuring How Much Students Have Learned Entails Much More than Simply Testing Them." *Chronicle of Higher Education*, 4 March, 45. 1987.

Banta, Trudy W. "Student Achievement and the Assessment of Institutional Effectiveness." In B. R. Clark and G. R. Neave (Eds.), *The Encyclopedia of Higher Education* (Vol. 3, pp. 1686-1697). Oxford: Pergamon Press, 1992.

Banta, T. W. "Summary and Conclusion." In T. W. Banta (Ed.), *Making a Difference: Outcomes of a Decade of Assessment in Higher Education* (pp. 357-376). San Francisco, CA: Jossey-Bass, 1993.

Banta, Trudy W. *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass, 1995.

Banta, Trudy W. *Building a Scholarship of Assessment*. San Francisco: Jossey-Bass, 2002.

- Banta, Trudy W., and Schneider, J. A. "Using Faculty-Developed Exit Examinations to Evaluate Academic Programs." *Journal of Higher Education* 59 (1):69-83. 1988.
- Bograd, Harriet, "Ratio Analysis Measures Health: How to Evaluate Financial Trends," Chicago: Non-profit Financial Center, 1996. Available online at http://www.nfconline.org/main/info/notables/note96/96_4_a.htm.
- Bogue, E. Grady, and Kimberly Bingham Hall. *Quality and Accountability in Higher Education: Improving Policy, Enhancing Performance*. Westport, Conn.: Praeger, 2003.
- Boyer, C. M., and P. T. Ewell. *State-Based Approaches to Assessment in Higher Education: A Glossary and Selected References*. Denver: Education Commission of the States, 1988.
- Brandt, H. U. "Assessment: Mandate or Privilege?" In D. J. Lee and G. C. Stronks (Eds.) *Assessment in Christian Higher Education: Rhetoric and Reality* (pp. 3-31). Lanham, Md.: University Press of America, 1994.
- Bredfeldt, C. J. *The Values and Attitudes of Incoming Bible College Students Compared with the Expectations of Faculty*. Unpublished Doctoral Dissertation, Trinity Evangelical Divinity School, Deerfield, Ill., 1991.
- Briggs-Myers, I. & McCaulley, M. *Manual and Guide to the Use of the Myers-Briggs Type Indicator (3rd Edition)*. Palo Alto, Calif.: Consulting Psychologists Press, 1998.
- Brown, Daniel Alan. *A Comparative Analysis of Bible College Quality*. Ed.D. Dissertation, University of California, Los Angeles, 1982.
- Chickering, A., and Z. F. Camson. *Applying the Seven Principles for Good Practice In Higher Education*. New Directions for Teaching and Learning, No. 47. San Francisco: Jossey-Bass, 1991.
- Chickering, A. W., and Z. F. Gamson. "Seven Principles for Good Practices in Undergraduate Education." Johnson Foundation, 1989.
- Council for Higher Education Accreditation (U.S.). Institute for Higher Education Policy. *Quality Review*. Washington, D.C.: The Council, 1999.
- Courts, P. L., and McInerney, K. H. *Assessment in Higher Education: Politics, Pedagogy, and Portfolios*. Westport, Conn.: Praeger, 1993.
- Elford, I. C. *Student Outcomes Assessment in Canadian Bible Colleges*. Ph.D. dissertation, University of Alberta, Edmonton, AB, 1996.
- _____. "Utilization of Student Outcomes Assessment Information in Institutional Decision Making." *International Journal of Educational Management*, 10(3), 3645, 1996.
- Enlow, Ralph. *Student Outcomes in General Education: A Comparative Assessment of Bible College Quality*. Ed.D. dissertation, University of South Carolina, 1989.
- Erwin, T. Dary. *Assessing Student Learning and Development: a Guide to the Principles, Goals, and Methods of Determining College Outcomes*. San Francisco: Jossey-Bass, 1991.
- Ewell, Peter T. *Assessing Educational Outcomes*. San Francisco, CA: Jossey-Bass, 1985.
- Ewell, Peter T. *Student Outcomes Assessment: What Institutions Stand to Gain, New Directions for Higher Education*, no.59, D. F. Halpern, ed. San Francisco, CA: Jossey-Bass, 1987.
- _____. *Assessment, Accountability, and Improvement: Managing the Contradiction*. Washington, DC: American Association for Higher Education, 1987.
- _____. "Outcomes, Assessment, and Academic Improvement: In Search of Usable Knowledge." In J. C. Smart (Ed.) *Higher Education: Handbook of Theory and Research* (Vol. 4, pp.53-108). New York: Agathon Press, 1988.
- _____. *Information on Student Outcomes: How to Get It and How to Use It*. Boulder, CO: National Center for Higher Education Management Systems, 1982.

- Ewell, Peter T., ed. *Assessing Educational Outcomes*. New Directions for Institutional Research, no.47. San Francisco, CA: Jossey-Bass, 1985.
- Ewell, Peter T., and Lisensky, R. P. *Assessing Institutional Effectiveness: Redirecting the Self-Study Process*. Washington, DC: Consortium for the Advancement of Private Higher Education (CAPHE), 1988.
- Ewell, Peter T.; Parker, R.; and Jones, D. P. *Establishing a Longitudinal Student Tracking System: An Implementation Handbook*. Boulder, CO: National Center for Higher Education Management Systems, 1988.
- Fetterman, David M., *Using Qualitative Methods In Institutional Research*. San Francisco: Jossey-Bass, 1991.
- Freed, Jann E., Marie R. Klugman, and Jonathan D. Fife. *A Culture for Academic Excellence: Implementing the Quality Principles In Higher Education*. (ASHE-ERIC higher education report, v. 25, no. 1) Jossey-Bass, 2000.
- Gall, J.P., W.R. Borg, and M.D. Gall. *Applying Educational Research: A Practical Guide*. 5th ed. Allyn & Bacon, 2004.
- Gates, Susan M., *Ensuring Quality and Productivity In Higher Education: An Analysis of Assessment Practices*. (ERIC Clearinghouse on Higher Education. Association for the Study of Higher Education, George Washington University; Graduate School of Education and Human Development. ASHE-ERIC higher education report, v. 29, no. 1) San Francisco: Jossey-Bass, 2002.
- Gentemann, K. M., J. J. Fletcher, and D. L. Potter. "Refocusing the Academic Program Review on Student Learning: The Role of Assessment." *New Directions for Institutional Research*, 84, 31-46, 1994.
- Gill, W. E. "Conversations About Accreditation: Middle States Association of Colleges and Schools: Focusing on Outcomes Assessment in the Accreditation Process." *Paper Presented at the Double Feature Conference on Assessment and Continuous Quality Improvement of the American Association for Higher Education, Chicago, June 12, 1993*. (ERIC Document Reproduction Service No. ED 358 792, 1993.)
- Green, John Lafayette, and Peter M. Jonas. *Outcomes Assessment in Higher Education Linked With Strategic Planning and Budgeting*. Shawnee Mission, Kan. (P.O. Box 27033, Shawnee Mission, 66225): Strategic Planning/Management Associates, 1997.
- Haladyna, T.M., *Developing and Validating Multiple Choice Test Items*. Mahwah, N.J.: Lawrence Erlbaum Associates, 1999.
- Harris, John William. *Assessing Outcomes in Higher Education: Practical Suggestions for Getting Started*. Washington, DC: American Association for Higher Education, 1985.
- Hernon, Peter, and Robert E. Dugan., *An Action Plan for Outcomes Assessment In Your Library*. Chicago: American Library Association, 2001.
- Hernon, Peter, and Robert E. Dugan., *Outcomes Assessment In Higher Education: Views and Perspectives*. San Diego Academic Press, 2004.
- Heywood, John., *Assessment In Higher Education: Student Learning, Teaching, Programmes, and Institutions*. (Higher Education Policy Series; 56) London ; Philadelphia: J. Kingsley Publishers, 1999.
- Hiebert, D. W. *Schools of Faith: The Effect of Liberal Arts, Professional, and Religious Education on Faith Development*. Dissertation Abstracts International, 54(8), 3213A, 1993.
- Huba, M.E. & Jan E. Freed., *Learner-centered Assessment on College Campuses*. Boston: Allyn & Bacon, 1999.

- Hughes, K. Scott, Daniel D. Robinson, Frederick J. Turk, Fredric J. Prager, John Minter & A. Dean Buchanan. *Ratio Analysis in Higher Education, Second Edition*. New York: Peat Marwick Mitchell & Co., 1982.
- Hutchings, P., and Marchese, T. J. "Watching Assessment: Questions, Stories, Prospects." *Change*, 22(5), 13-38, 1990.
- Jones, Elizabeth A., and Steven Hoffman., *The National Assessment of College Student Learning: Identifying College Graduates' Essential Skills in Writing, Speech and Listening, and Critical Thinking: Final Project Report*. Washington, D.C.: National Center for Education Statistics, U.S. Dept. of Education, Office of Educational Research and Improvement, 1995.
- Jost, Kenneth., *Grade Inflation: Are Academic Standards Being Lowered?* Washington, D.C.: Congressional Quarterly, 2002.
- Krueger, R.A. & Casey, M.A., *Focus Groups: A Practical Guide for Applied Research*. London: Sage, 2000.
- Lee, D. John, and Gloria G. Stronks., *Assessment in Christian Higher Education: Rhetoric and Reality*. Lanham: University Press of America, 1994.
- Miller, Theodore K., *The Book of Professional Standards for Higher Education*. Washington, D.C.: Council for the Advancement of Standards in Higher Education, 1999.
- Moses, James, and Gary Boas., *Evaluating the College: Performance Assessment in Higher Education*. New York: Primary Research Group, 1998.
- Maxwell, J. A. A., *Qualitative research design: An interactive approach*. London: Sage, 1996.
- Morgan, D. L., *Focus Groups As Qualitative Research, Second Edition*. London: Sage, 2nd Ed. 1996.
- Nadeau, C. C. "The use of quality and excellence indicators in post-secondary education." *CSSHE Professional File*, 10, 1-17, 1992.
- Neal, J. E. "Overview of Policy and Practice: Differences and Similarities in Developing Higher Education Accountability." *New Directions for Higher Education* 91, 5-10, 1995.
- Nichols, James O., *A Practitioner's Handbook for Institutional Effectiveness And Student Outcomes Assessment Implementation*. New York: Agathon Press, 1996.
- Ratio Analysis in Higher Education: Measuring Past Performance to Chart Future Direction*. New York: KPMG Peat, Marwick, 1999.
- Sawchenko, L. P. *The Status of Institutional Research in Canadian Bible Colleges*. Unpublished Doctoral Dissertation, University of Alberta, Edmonton, AB, 1991.
- Schuh, John H. and M. Lee Upcraft. *Assessment Practice In Student Affairs: An Applications Manual*. San Francisco: Jossey-Bass Publishers, 2000.
- Schein, E. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass, 1996.
- Siegel, Michael J. *Primer On Assessment of the First College Year*. Brevard, N.C.: Policy Center on the First Year of College, 2003.
- Silverman, D.J. *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction*. 2nd ed. London: Sage, 2001. Smith, Michael K., Jama L. Bradley, and Gwynetta F. Draper. *Reviews and Descriptions Of Assessment Instruments: Student Development, Student Services, and Institutional Effectiveness*. Knoxville, Tenn.: Clearinghouse for Higher Education Assessment Instruments, 1994.
- Sternberg, R.J. *The Triarchic Mind: A New Theory of Human Intelligence*. New York: Viking Press, 1988.

Stufflebeam, D.L. *Evaluation Models*. New Directions for Evaluation, No. 89. San Francisco: Jossey-Bass, 2001.

Suskie, L. *Questionnaire Survey Research: What Works?* 2nd ed. Tallahassee, Florida: Association for Institutional Research, 1996.

Taylor, Barbara E. and William F. Massy. *Strategic Indicators for Higher Education*, 1996. Princeton, N.J.: Peterson's, 1996. Underwood, D.C. "Taking Inventory: Identifying Assessment Activities." *Research in Higher Education*, 32(1), 59-69, 1991.

Upcraft, M. Lee, and John H. Schuh. *Assessment in Student Affairs: a Guide for Practitioners*. San Francisco: Jossey-Bass Publishers, 1996.

Walvoord, B. E. & V. J. Anderson. *Effective Grading: A Tool for Learning and Assessment*. San Francisco: Jossey-Bass, 1998.

Williams, Boyce C. *Navigating Change: Preparing for a Performance-based Accreditation Review*. Washington, D.C.: National Council for Accreditation of Teacher Education, 2003.