



The Association for
Biblical Higher Education
Commission on Accreditation

What's New

Update for Evaluation Teams

February 2018

Writing Recommendations

An overall reference to the Standard or Essential Element is not enough. Be specific to what needs to be addressed

Avoid embedding a prescription/suggestion into a Team Recommendation. Make a recommendation and a suggestion.

Writing Recommendations

- **Preferred:** The Team recommends that the Institution make indicators of student achievement available to the public (Standard 2a, EE 7).
- **Prescriptive/Suggestion:** The Team recommends that the Institution make indicators of student achievement (including enrollment data) on its website (Standard 2a, EE 7)

Writing Recommendations

- **Preferred:** The Team recommends that the Institution enhance its financial reserves to respond to unforeseen crises (Standard 6b, EE 7)
- **Prescriptive/Suggestion:** The Team recommends that the Institution hire a development director to help enhance its financial reserves (Standard 6b, EE 7)
- **Prescriptive/Suggestion:** The Team recommends that the Institution develop a six-month financial reserve to respond to unforeseen crises (Standard 6b, EE 7)

Policy/Standard Changes

- **Changes in Policies** – effective immediately
- **Changes in Standards** – institution has 2 years to implement

Student Achievement Outcomes

- * Std. 2, EE 5: **Validation**, as a result of using the outcomes assessment plan, that students are **achieving** the stated outcomes relative to institutional goals, program-specific objectives and course objectives.
- * Std. 2, EE 7: The ongoing provision of reliable information to the public regarding student achievement, including graduation and employment rates.

Student Achievement Outcomes

ETV needs to evaluate institution's student achievement in 3 areas of interest to the general public:

- ❖ **Graduation Rate**
- ❖ **Retention Rate**
- ❖ **Title IV Default/Repayment Rate**
(if applicable)

Student Achievement Outcomes

- * ABHE will provide recent data
- * No specific threshold, but
 - Graduation & Retention rates
below 40% – weak, 25% – serious
 - Repayment rate
below 40% – weak, 20% – serious
 - Default rate
above 10% – weak, 20% – serious

Standard 11 Change

- **Essential Element 10 (Bible-Theology):**
 - 30 hours for bachelor's
 - 24 hours for 3-year Canadian bachelor's (*Policy on Canadian Institution Degree Programs*)
 - 18 hours for degree completion OR transfer with less than 60 hours to complete bachelor's
 - 12 hours for an associate degree or one- or two-year certificate
 - alternative Bible-theology requirement (substantive change if 50% or more)

Standard 11 Change

- **Essential Element 11 (General Studies)**
 - **30 credit hours for bachelor's (previously 36)**
 - **15 credit hours for associate**
 - General Studies requirement applies to Degree Programs only
 - **At least 1 course in each of the following:**
 - Communication**
 - Humanities/Fine Arts**
 - Natural Science/Mathematics**
 - Social/Behavioral Sciences**

Standard 4

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

Standard 4

Enabling documents that establish the institution as a legal entity in its state or province; protect its mission/ purpose, tenets of faith, and control; and provide a basis for governance and administration. **Where an Institution is a subsidiary of a parent organization, it must have its own enabling documents (EE 1)**

Standard 4

A governing board **that has the necessary authority** and exercises legal power for the operation of the institution. **Where an institution is a subsidiary of a parent organization, the institution must have its own governing board, including representatives from a broader pool than the sponsoring organization alone, and autonomy over institutional decisions. (EE 3)**

Standard 4

A process for effective recruitment, orientation, and development of board members to ensure stability and new membership. (EE 10)

Standard 4

- * **Remove EE 9: A governing board that is sufficiently autonomous to protect the integrity of the institution.**
- * **Relocate EE 13 (move to Standard 5): A chief executive officer appointed by, reporting to, and evaluated on a regular basis by the board, to provide administrative leadership for the Institution.**
- * **Remove EE 15: An effective board succession plan that ensures stability and new membership.**

Standard 5

The Institution has a **team of administrators that brings together its various resources and allocates them to accomplish institutional goals.**

Standard 5

- * **CEO** who has the capacity, is sufficiently engaged with the institution, and has the professional qualifications to lead the institution toward the accomplishment of its mission (EE 1)
- * **A chief executive officer** appointed by, reporting to, and evaluated on a regular basis by the board (EE 2)
- * **Ongoing** assessment and enhancement of the performance of administrators (EE 5)
- * **Established** written policies and procedures to promote effective operations (EE 6)
- * **Effective** communication and collaboration with appropriate stakeholders (EE 8)

Review of Additional Locations

- * **Additional Location** = more than 50% of a program can be secured at the location
- * “ABHE will conduct site visits to a representative sample of at least 25% of an institution's additional locations during an accreditation cycle” (COA Manual, p. 154).
- * Only visits completed during the 36 months preceding a COA review for candidacy, initial accreditation, or reaffirmation of accreditation can be considered in the representative sample (COA Manual, p. 154)

Review of Additional Locations

- * COA Director will identify representative sample of at least 25% of an institution's additional locations based on number of locations and nature of programs offered, and specify locations to be visited (COA Manual, p. 154)
- * If evaluation by a Team Member and prior to submission of evaluation team report, it can be folded into the overall report
- * If not meeting these elements, a separate report will be prepared for COA review

Regulatory Requirements Evaluation

14 Items which need specific notation

- **Step 1: Institutional Self-Evaluation** (*rationale/documentation*)
- **Step 2: Team Evaluation** (*rationale*)
- **Step 3: COA Reader Evaluation** (*rationale*)
- **Step 4: COA Minutes Attachment** (*record*)

Regulatory Requirements Evaluation

*Needs to be an **opinion** of satisfaction,
not just observation of documentation*

*Plainly state why you believe the
Institution satisfies the
requirement?*

Regulatory Requirements Evaluation

If you cannot answer
“**yes**” to an RRE, it
needs to be a
recommendation.

