

Call for Comments – August 2018  
**PROPOSED CHANGES**

Key to Changes: ~~Delete~~, Add, **Explanation**

## Institutional Accreditation Standards

### STANDARD 1

#### ~~MISSION, GOALS, AND OBJECTIVES~~ AND OUTCOMES

~~The institution's written mission is clear and 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.~~ The institution has a written mission that is clear and appropriate to biblical higher education accompanied by clearly defined and measurable student learning and institutional effectiveness outcomes.

#### ESSENTIAL ELEMENTS

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

1. A clearly written 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.
- ~~3~~ 2. A mission statement that guides faculty, staff, administration, and governing boards in making decisions related to planning, resource allocation, program development, and educational outcomes.
- ~~5~~ 3. Clearly articulated ~~and publicized~~ student learning ~~objectives~~ outcomes for each educational program that support ~~institutional goals~~ fulfillment of the institutional mission.
4. Outcomes expectations ~~Criteria~~ appropriate to the higher education credential to be awarded for evaluating success with respect to student achievement ~~and to the level of education~~ (certificate, associate, baccalaureate, master's, and/or doctoral study).
5. Clearly articulated institutional effectiveness outcomes that address operational effectiveness and support fulfillment of the institutional mission.
- ~~2~~ 6. ~~A mission statement that is published widely among both internal and external constituencies~~ Publication of the mission and institutional/program outcomes that are accurate and easily located on the institution's website and in its catalog.

4. ~~Clearly articulated and publicized institutional goals that directly relate to the mission statement.~~
7. ~~A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.~~ Evidence of student, faculty, staff, administration, and governing board engagement in the development and review of stated outcomes.

**STANDARD 2**  
**~~STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS,~~**  
**ASSESSMENT AND PLANNING**

**Standards 2a and 2b combined into one Standard**

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, ~~goals and program objectives~~ and student learning and institutional effectiveness outcomes, and improve performance through a regular, comprehensive, and sustainable system of assessment and planning. ~~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.~~

**~~2a. ASSESSMENT OF STUDENT LEARNING AND PLANNING~~**

**ESSENTIAL ELEMENTS**

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

1. A written, comprehensive assessment ~~document~~ plan that describes what data the institution gathers, how and when the institution gathers data, and how the institution measures ~~its effectiveness~~ achievement of student learning outcomes and institutional effectiveness outcomes in an ongoing and structured way.
2. A comprehensive assessment plan that, at minimum, measures or evidences achievement and/or effectiveness in the following areas:
  - a. Student achievement relative to stated institutional and/or program learning outcomes
  - b. Institutional effectiveness relative to stated operational performance outcomes (e.g., departmental effectiveness, efficiency, quality of service)
  - c. The board and its members
  - d. The chief executive officer evaluated by the board
  - e. Administrators
  - f. Resources (personnel, finances, physical, technological)
  - g. Retention and retention rate improvement efforts

- h. Timely completion and graduation/transfer out rate improvement efforts
- g. Spiritual formation of students
- h. Instructional effectiveness
- i. Library and learning resources in the context of programs offered and delivery systems employed
- j. Ministry formation program

#1 below moved to Standard 1, EE 3:

~~1. The identification of appropriate integrated student outcomes in the context of institutional goals, program-specific objectives and course objectives.~~

#2 below moved to Standard 1, EE 7 and modified:

~~2. A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.~~

3. ~~A written plan of ongoing outcomes assessment that articulates~~ Use of multiple means to validate expected learning outcomes. ~~and that is subjected to a periodic review process.~~

#4 below moved to Standard 1, EE 4 and modified:

~~4. Criteria appropriate to the higher education credential to be awarded for evaluating success with respect to student achievement and to the level of education.~~

4. Meaningful analysis of assessment data and use of results by appropriate constituencies in a clearly documented, ongoing planning process for the purpose of improvement in teaching, learning, and institutional effectiveness.

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~~ the institution's mission and stated outcomes are being achieved.

#6 below incorporated into Standard 2, EE 4:

~~6. A process whereby these outcome measurements lead to the improvement of teaching and learning.~~

6. A process by which assessment and planning designs and results are subject to periodic review by representatives of institutional constituencies.

7. Evidence that institutional plans are based on assessment results and aligned with realistic resource projections.

8. A system for monitoring institutional progress in achieving planning goals.

~~7~~ 9. The ongoing provision of reliable information to the public regarding ~~student~~ achievement of student learning outcomes and institutional effectiveness outcomes, including graduation rates and employment rates for graduates of professional programs (where not prohibited by state/provincial law). Outcomes data must be available via the institution's website through an easily identified link on the institution's homepage.

## **2b. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS AND PLANNING**

### **ESSENTIAL ELEMENTS**

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

#1 below moved to Standard 2, EE 1:

1. ~~A written comprehensive assessment document that describes how the institution measures its effectiveness in an ongoing and structured way.~~

#2 below moved to Standard 2, EE 4:

2. ~~Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.~~

#3 below moved to Standard 2, EE 5:

3. ~~Substantial documentation issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.~~

#4 below incorporated into Standard 2, EE 6:

4. ~~A planning process that is comprehensive, involves representatives of the various institutional constituencies, and is subject to a periodic review process.~~

#5 below moved to Standard 2, EE 7:

5. ~~A plan that reflects the institution's mission, is based on assessment results, and is aligned with realistic resources projections.~~

#6 below moved to Standard 2, EE 8:

6. ~~A system for monitoring institutional progress in achieving planning goals.~~

#7 below incorporated into Standard 2, EE 10:

7. ~~The ongoing provision of reliable information to the public regarding its performance.~~

### **Adjustments to Essential Elements in other Institutional Accreditation Standards by focusing the review of assessment and planning under Standard 2**

**Standard 3, EE 9:**

9. ~~Evidence for the ongoing assessment of the effectiveness of the board and its members.~~

**Standard 4, EE 2, 5:**

2. A chief executive officer appointed by, and reporting to, ~~and evaluated on a regular basis by~~ the board.

5. ~~Ongoing assessment and enhancement of the performance of administrators.~~

**Standard 7d, EE 2:**

~~2. An assessment process that measures and improves student retention and completion.~~

**Standard 8, EE 6:**

~~6. A regular system of assessing levels of student satisfaction and of acting to address issues identified in the assessment process~~ Evidence that student issues are addressed.

**Standard 9a, EE 7:**

~~7. Systems for evaluating and improving the instructional effectiveness of all faculty.~~

**Standard 10, EE 12:**

~~12. Evaluation of learning resource utilization by the learning community.~~

**Standard 11b, EE 6:**

~~6. A system of ongoing program review and assessment of outcomes that results in program improvement.~~

# Programmatic Accreditation Standards

## Standard 1

### OBJECTIVES PROGRAM OUTCOMES

The program has ~~specific objectives~~ **specified outcomes** that reflect the institutional mission ~~and goals~~ and lead to the development of **students for church related ministries**.

#### ESSENTIAL ELEMENTS

~~Relative to this standard, an accredited program is characterized by . . .~~

1. Clearly articulated ~~and publicized objectives~~ **student learning outcomes** for each educational program that support **fulfillment of the institutional mission and goals**.
2. **Outcomes expectations Criteria** appropriate to the higher education credential to be awarded for evaluating success with respect to student achievement ~~and to the level of education~~ (certificate, associate, baccalaureate, master's, doctoral study).
3. Publication of program outcomes that are accurate and easily located on the institution's website and in its catalog.
4. ~~A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.~~ Evidence of student, faculty, staff, administration, and governing board engagement in the development and review of stated outcomes.

## Standard 2

### ASSESSMENT ~~OF STUDENT LEARNING~~ AND PLANNING

The program demonstrates that it is accomplishing and can continue to accomplish its ~~objectives~~ **student learning and program effectiveness outcomes**, and improve performance through a regular, comprehensive, and sustainable system of assessment and planning. ~~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 goals and programmatic objectives.~~

#### ESSENTIAL ELEMENTS

~~Relative to this standard, an accredited program is characterized by . . .~~

1. A written, comprehensive assessment plan that describes what data the institution gathers, how and when the institution gathers data, and how the

institution measures achievement of student learning outcomes in an ongoing and structured way.

2. A comprehensive assessment plan that, at minimum, measures or evidences achievement and/or effectiveness in the following areas relative to ABHE-accredited programs:
  - a. Student achievement relative to stated program learning outcomes
  - b. Program administrators
  - g. Retention and retention rate improvement efforts
  - h. Timely completion and graduation/transfer out rate improvement efforts
  - g. Spiritual formation of students
  - h. Instructional effectiveness
  - i. Library and learning resources in the context of programs offered and delivery systems employed
  - j. Ministry formation program

#1 below moved to Standard 1, EE 1:

~~1.—The identification of appropriate integrated student outcomes in the context of institutional goals, program objectives and course objectives.~~

#2 below moved to Standard 1, EE 4 and modified:

~~2.—A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.~~

3 2. A written plan of ongoing outcomes assessment that articulates Use of multiple means to validate expected student learning outcomes and that is subjected to a periodic review process.

6 3. A process whereby these outcome measurements lead to the improvement of teaching and learning. Meaningful analysis of assessment data and use of results by appropriate constituencies in a clearly documented ongoing planning process for the purpose of improvement in teaching, learning, and program services.

#4 below moved to Standard 1, EE 4 and modified:

~~4.—Criteria appropriate to the higher education credential to be awarded for evaluating success with respect to student achievement and to the level of education.~~

5 4. 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 the program's stated outcomes are being achieved.

#7 below incorporated into Standard 2, EE 3:

~~7.—A planning process for the improvement of the program's objectives and services.~~

8 5. A system for monitoring program progress in achieving planning goals.

- 9 6. The ongoing provision of reliable information to the public regarding ~~program performance and student~~ achievement of student learning outcomes and program effectiveness outcomes, including graduation rates and employment rates for graduates of professional programs (where not prohibited by state/provincial law). Outcomes data must be available via the institution's website through an easily identified link on the institution's homepage and disaggregated by program.

**Adjustments to Essential Elements in other Programmatic Accreditation Standards by focusing the review of assessment and planning under Standard 2**

**Standard 5, EE 4:**

- ~~4. A procedure and practice for ongoing review and enhancement of the performance of administrators.~~

**Standard 7, EE 6:**

- ~~5. An assessment process that measures and improves student retention and completion.~~

**Standard 9a, EE 6:**

- ~~6. Systems for evaluating and improving the instructional effectiveness of all faculty.~~

**Standard 10, EE 4:**

- ~~4. Evaluation of learning resource utilization by the learning community.~~

**Standard 11b, EE 4:**

- ~~4. A system of ongoing program review and assessment of outcomes that results in program improvement.~~