Biblical
Deep and rigorous engagement with the Bible that produces a coherent worldview for thinking and living

Transformational
Life-changing growth that flows from authentic encounters with Christ, His Word, godly faculty, and student peers

Experiential
Discovery and development of gifts, passions and sense of calling through hands-on ministry, service learning and intercultural study opportunities

Missional
Passionate participation in God’s global mission and Kingdom priorities
# TABLE OF CONTENTS

1. **Introduction**
   - Definitions .................................................................................................................. 4
   - The Association ......................................................................................................... 4
   - The Commission on Accreditation .......................................................................... 4
   - Accreditation ............................................................................................................ 4
   - Types of Accreditation ............................................................................................. 5
   - Differences between Programmatic and Institutional Accreditation Reviews .......... 6

2. **Understanding the Evaluation Process**
   - Evaluation Process Overview .................................................................................. 7
   - Accreditation Terminology ........................................................................................ 7
   - Composition of the Evaluation Team ........................................................................ 8

3. **Responsibilities of the Evaluation Team**
   - Team Chair Responsibilities .................................................................................. 12
   - Communication with Institution ........................................................................... 12
   - Communication with Team ..................................................................................... 12
   - Team Evaluator Responsibilities ............................................................................ 13
   - Financial Responsibilities ...................................................................................... 14
   - Standards for Review & Assignments ..................................................................... 14
   - Commission Staff Representative Responsibilities ............................................ 15

4. **Getting Ready for the Evaluation Visit**
   - Process for Evaluation Material Distribution ......................................................... 16
   - Visit Preparation ...................................................................................................... 16

5. **During the Evaluation Visit**
   - Typical Evaluation Team Visit Schedule ................................................................. 18
   - Orientation Session .................................................................................................. 18
   - Executive Sessions .................................................................................................... 19
   - Team Meals with Institutional Personnel ................................................................. 19
   - Researching Institutional Documents ...................................................................... 21
   - Interviewing Institutional Personnel ........................................................................ 22
   - Exit Interview ........................................................................................................... 23

6. **Evaluation Visit Report** .......................................................................................... 25

7. **Concluding the Evaluation Visit**
   - Team Chair Tasks .................................................................................................... 27
   - Evaluator Tasks ........................................................................................................ 28

**Appendices** ............................................................................................................... 29

Rev. 10/07/2019
Appendices
(with hyperlinks)

Appendix 1: Sources for Documenting Compliance with ABHE Standards ................. 29

Appendix 2: Regulatory Requirements Evaluation.......................................................... 37

Appendix 3: Team Chair
3.a Evaluation Team Chair Guidelines ................................................................. 39
3.b Sample Team Chair Letter/Email to Evaluators ...................................................... 41
3.c Sample Evaluator Data Form ........................................................................ 42
3.d Checklist for Evaluation Team Visits ................................................................. 43

Appendix 4: Team Evaluators
4.a Evaluator Guidelines ...................................................................................... 49
4.b Decalogue for the Accreditation Team ............................................................. 51

Appendix 5: Observer Guidelines ............................................................................. 53

Appendix 6: Travel Expense Voucher ...................................................................... 56

Appendix 7: Range of Evaluation Team Recommendations ................................. 57
1. Introduction


The Evaluation Team Handbook is designed to address the following:

1. Understanding of the Evaluation Process
2. Responsibilities of the Evaluation Team
3. Elements of note during the preparation, on-site, report writing, and concluding phases of the Evaluation Visit

The Evaluation Team Handbook is periodically updated by the COA staff. Please refer to the Commission website at forms.abhecoa.org to ensure you are using the most recent handbook. The COA staff welcomes feedback on the handbook. Suggestions and questions may be emailed to coa@abhe.org.

Definitions

The Association
The Association for Biblical Higher Education (ABHE) is a non-profit, voluntary, organization of institutions that seeks to promote biblical higher education through accreditation of, and services for, institutions and programs of biblical higher education within Canada, the United States, and related territories.

The Commission on Accreditation
All decisions regarding the accreditation of an institution are made by the Commission on Accreditation of the ABHE. Decisions concerning the grant or removal of candidate status, initial accreditation, reaffirmation of accreditation, or sanction are generally made at the February Commission meeting only. Institutional representatives are required to meet with the Commission when decisions concerning candidate status, initial accreditation, or sanction are made. An institution being reviewed for reaffirmation of accreditation may request to send representatives to meet with the Commission, but representatives are not required to meet with the Commission.

Accreditation
Accreditation is a voluntary process by which an institution evaluates its educational activities and seeks an independent judgment to confirm that it is substantially achieving its objectives and is generally equal in quality to comparable institutions.
An accredited institution, therefore, is deserving of public trust, having been judged by a recognized, authoritative third party as demonstrating characteristics indicative of quality and integrity. Moreover, it has been judged that these characteristics are present in sufficient strength to indicate that the institution can be reasonably expected to continue to exhibit quality and integrity in the future.

The accreditation process seeks not only to document an institution’s present quality and integrity, but to also foster excellence.

Types of Accreditation

Institutional Accreditation
Granted to an institution of biblical higher education that affirm in writing the ABHE Tenets of Faith, demonstrates that is substantially achieving and can be reasonably expected to continue to achieve its mission and the ABHE Institutional Accreditation Standards. The institution must also demonstrate its commitment to ongoing institutional development.

Programmatic Accreditation
Granted to programs of biblical higher education at institutions whose mission includes programs outside the scope of biblical higher education. Programs must demonstrate that they are substantially achieving and can be reasonably expected to continue to achieve their missions and the ABHE Programmatic Accreditation Standards. Institutions must affirm in writing the ABHE Tenets of Faith. In Canada, the institution must present evidence of appropriate governmental approval, prior institutional accreditation with ABHE, or a formal affiliation with a recognized Canadian University. In the United States, the institution must hold institutional accreditation with a recognized accrediting body. Programs of biblical higher education lead to credentials in biblical and theological studies as well as specific ministry related careers.

Institutional Accreditation
The ABHE Commission on Accreditation’s process of accreditation involves three stages whereby institutions proceed from applicant to candidate and finally to accredited status.

Applicant Status is granted to those institutions that meet the Commission’s Conditions of Eligibility and that possess such qualities as might provide a basis for achieving candidate status within a maximum of five years. Applicant institutions are required to submit annual reports demonstrating progress toward candidate status. During year three, self-study materials (including a compliance document, assessment plan, and a planning document) are to be submitted to the Commission office prior to an evaluation team visit regarding the institution’s readiness for initial accreditation.

Candidate Status is granted to those institutions that show promise of achieving accreditation within a maximum of five years. Candidate institutions are required to submit annual progress reports demonstrating progress toward accreditation. During year three, self-study materials
(including a compliance document, assessment plan, and a planning document) are to be submitted to the Commission office prior to an evaluation team visit regarding the institution’s readiness for initial accreditation.

**Accredited status** is granted to those institutions that substantially meet or exceed the Commission’s Institutional or Programmatic Accreditation Standards and give evidence of continual striving toward excellence and compliance with the Standards. During year five, self-study materials (including a compliance document, assessment plan, and planning document) are to be submitted to the Commission office prior to an evaluation team visit regarding the reaffirmation of the institution’s accredited status. Once reaffirmed, the institution will repeat the reaffirmation process every ten years.

A detailed description of the accreditation process may be found in the policies and procedures section of the Commission on Accreditation **COA Manual**.

**Differences between Programmatic and Institutional Accreditation Reviews**

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<thead>
<tr>
<th></th>
<th><strong>Institutional Accreditation</strong></th>
<th><strong>Programmatic Accreditation</strong></th>
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</thead>
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<tr>
<td><strong>Applicant Status</strong></td>
<td>Maximum of 5 years</td>
<td>Not Applicable</td>
</tr>
<tr>
<td><strong>Self-Study/Team Visit for</strong></td>
<td>Required</td>
<td>Not Applicable</td>
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<tr>
<td><strong>Candidate Status</strong></td>
<td>Maximum of 5 years</td>
<td>Not Applicable</td>
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<tr>
<td><strong>Self-Study/Team Visit for</strong></td>
<td>Required</td>
<td>Required</td>
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<td><strong>Initial Accreditation</strong></td>
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<td><strong>Self-Study/Team Visit for</strong></td>
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<td><strong>Reaffirmation</strong></td>
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<td>requirements evaluation)</td>
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<td>3. Assessment Plan</td>
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<td><strong>Standards to Address</strong></td>
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<td>Programmatic Accreditation</td>
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<td>Standards</td>
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<td><strong>Evaluation Team Size</strong></td>
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<td>3 evaluators (administrative,</td>
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<td></td>
<td>academic, student services,</td>
<td>academic, practitioner) + 1</td>
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<td></td>
<td>resources/finances,</td>
<td>staff</td>
</tr>
<tr>
<td></td>
<td>library/faculty) + 1 staff</td>
<td></td>
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<tr>
<td><strong>Length of Team Visit</strong></td>
<td>2.5 days on campus</td>
<td>1.5 days on campus</td>
</tr>
<tr>
<td><strong>Initial Accreditation</strong></td>
<td>5 years</td>
<td>10 years</td>
</tr>
<tr>
<td><strong>Reaffirmation of Accreditation</strong></td>
<td>10 years</td>
<td>10 years</td>
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2. Understanding the Evaluation Process

Evaluation Process Overview

Every institution is to be systematically engaged in the self-study process, continually monitoring every aspect of its operation in order to analyze its effectiveness, both in light of its own stated mission and objectives and in the context of the Standards for Accreditation. An institution seeking candidate status, accredited status, or reaffirmation of accreditation will draw together its analysis in self-study materials to document that the institution is achieving its mission and objectives and that it is in substantial compliance with the Commission's Standards. The institution will produce five primary documents:

1. Statistical Abstract
2. Compliance Document (with Regulatory Requirement Evaluation) *
3. Assessment Plan
4. Planning Document
5. Exhibits (or include at the end of the Compliance Document)

* Note: The Regulatory Requirements Evaluation is not required for Programmatic Accreditation.

A team of evaluators, appointed by the Commission, will review the self-study materials prior to visiting the campus. Once on campus, the team will gather information about the institution and summarize its findings in a written team report. This report will assess the institution's compliance with the Standards for Accreditation and set forth criterion-related recommendations for improvement. The report will reflect the team's review of the institution's compliance with all Title IV eligibility-related standards (if applicable). The team will also formulate an official, confidential recommendation for Commission action. After reviewing this report, the institution will provide a formal, written response to the team report.

The Commission on Accreditation will consider each of these documents: (1) the assessment plan, (2) the compliance document, (3) the planning document, (4) the team report, and (5) the institutional response to the team report, together with the team's accreditation recommendation. Institutional representatives will appear before the Commission (optional for reaffirmation visits) in order to clarify any matters of concern, answer the Commissioners' questions, and describe any significant events that have taken place since the team visit. The Commission will then take official action regarding the institution's accreditation status.

Accreditation Terminology

Evaluation team reports generate conclusions expressed as commendations, suggestions, and/or recommendations. Such conclusions may also be expressed in the communication of Commission on Accreditation actions. These terms are defined as follows:

Commendations – refer to qualities of excellence or areas of unusual progress.

Suggestions – refer to matters of advice or counsel in areas unrelated to Standards compliance. Suggestions may be ignored or accepted at an institution's discretion.

Recommendations – refer to issues of Standards compliance. When an institution receives a recommendation, it is required to take corrective action to achieve or improve compliance with
the indicated Standard within specified time frames as a condition for achieving or maintaining accredited status with the ABHE Commission on Accreditation.

**Composition of an Evaluation Team**

There are two types of evaluation teams: Comprehensive (regular) and Special (focused). Comprehensive evaluation teams visit an institution when it is being reviewed for candidate status, initial accredited status, or reaffirmation of accreditation. Special or focused evaluation teams may be called upon to visit an institution for other reasons, (e.g., merger impact, substantive change, stability concerns).

The selection of evaluation team members is to be based upon their competence as documented by their credentials, experience and expertise in a particular area, and their performance on previous evaluation teams (if they have served on a team earlier). There should be no conflict of interest between the evaluator and the institution to be visited, e.g., same institutional denominational affiliation, same institutional geographic base for constituency, previous affiliation with the institution, or previous service to the institution as an evaluator or consultant. Any situation that could compromise an evaluator’s capacity to serve impartially shall be regarded as a conflict of interest. The team should contain only one person from a given institution and no more than two people from institutions of the same denomination. Evaluation teams will include representation from appropriately qualified administrators and appropriately qualified academicians. Current Commissioners are limited to serving on one evaluation team per year and must recuse themselves from any discussion of that institution at COA meetings.

A comprehensive evaluation team is normally composed of five members, although larger or smaller teams may be assigned. The composition of the team will vary, depending upon the level of education offered, the nature of the accreditation sought (i.e., programmatic or institutional), and the status sought (i.e., candidate status, initial accreditation, or reaffirmation of accreditation). In some instances, a smaller on-site evaluation team may be supplemented by additional off-site evaluators with specialized expertise.

The standard complement for a comprehensive evaluation team is five evaluators: administration, academic, resources/finance, library/faculty, and student services. Where an institution offers distance education (online), one or more of the evaluators must be certified as a qualified distance education evaluator (see below). Institutions seeking candidate status or initial accreditation will usually have a librarian serving in the library/faculty role. Institutions seeking reaffirmation of accreditation will have either a librarian or faculty evaluator serving in the library/faculty role.

A minimum of half of the evaluators on a team must be current or recent employees of an ABHE accredited institution. Other evaluators (public, retired, etc.) may serve on a team provided they have completed the appropriate ABHE Team Evaluator Training within the last three years and have the appropriate professional qualifications.

ABHE does not participate in joint or coordinated accreditation visits with other accrediting bodies. Concurrent visits are possible, and common documentation may be submitted to both accrediting teams where appropriate; however, the ABHE evaluation team will function as an
independent review entity reflecting the same composition and responsibilities of an ABHE evaluation team not engaged in a concurrent visit.

Teams for programmatic accreditation visits will normally have three members who meet the qualifications listed above. One of the evaluators must be a practitioner in the field of the education being evaluated. Another must be an educator from an ABHE accredited institution. Team members will be selected with sensitivity to the nature of the programs being evaluated (Refer to Policy and Procedures for Programmatic Visits).

Special evaluation teams (focus visits) typically contain two or three evaluators who meet the qualifications listed above. The composition of the team will depend upon the type of visit and the issues at hand.

When developing the evaluator pool and constructing evaluation teams, the Director, Commission on Accreditation should be sensitive to the need for obtaining representation from diverse perspectives.

**Qualifications of Team Evaluators**

**Administrative Evaluator:** Minimum of three years of experience in program or institutional leadership as a senior administrator (e.g., president, CEO, executive vice president, chief academic officer, division director, institutional effectiveness/assessment director, or other cabinet-level administrator) in a postsecondary institution, master’s degree in an appropriate academic or professional discipline (doctorate preferred, required for graduate level evaluators), completion of ABHE evaluation team training, completion of orientation to the administrative evaluator requirements in the ABHE Evaluation Team Handbook.

**Academic Evaluator:** Minimum of three years of experience as an educator engaged in academic leadership (e.g., provost, academic dean, assistant provost/dean, academic division director, program director, senior faculty member, registrar) in a postsecondary institution, master’s degree in an appropriate academic or professional discipline (doctorate preferred, required for graduate level evaluators), completion of ABHE evaluation team training, completion of orientation to the academic evaluator responsibilities in the ABHE Evaluation Team Handbook.

**Student Services Evaluator:** Minimum of three years of experience in student affairs, student life, student services, or student ministry leadership in a postsecondary institution, master’s degree in an appropriate academic or professional discipline, completion of ABHE evaluation team training, completion of the orientation to student services evaluator responsibilities in ABHE Evaluation Team Handbook.

**Resources/Finance Evaluator:** Minimum of three years of experience in resource development or finance in a postsecondary institution, appropriate academic or professional degree, completion of ABHE evaluation team training, completion of orientation to the resource/finance evaluator responsibilities in the ABHE Evaluation Team Handbook.

**Library Evaluator:** Minimum of three years of experience in librarianship in a postsecondary institution, library science degree (MLS/MLIS), completion of ABHE evaluation team training, completion of orientation to the library/faculty evaluator responsibilities in the ABHE Evaluation Team Handbook.
Faculty Evaluator: Minimum of three years of teaching or research experience in a postsecondary institution, master’s degree in an appropriate academic or professional discipline (doctorate preferred, required for graduate level evaluators), completion of ABHE evaluation team training, completion of orientation to the library/faculty evaluator responsibilities in the ABHE Team Evaluator’s Handbook.

Distance Education Evaluator: Minimum of three years of experience working with students at a distance in a postsecondary institution; master’s degree in an appropriate academic or professional discipline; completion of ABHE evaluation team training; completion of ABHE distance education evaluator training; completion of orientation to the administrator, academic, student services, or library/faculty evaluator responsibilities in the ABHE Evaluation Team Handbook. Generally, a distance education evaluator will be assigned to one of the five core roles, not participating as an additional evaluator.

Assessment/Institutional Effectiveness Evaluator: Minimum of three years of experience in assessment of student learning, institutional effectiveness, and/or planning in a postsecondary institution; master’s degree in an appropriate academic or professional discipline; completion of ABHE evaluation team training; completion of orientation to the administrator, academic, or resources/finance evaluator responsibilities in the ABHE Evaluation Team Handbook. An assessment/institutional effectiveness evaluator will be assigned to one of the five core roles, not participating as an additional evaluator.

Designation Categories for Evaluators

Administrator: An individual currently or recently engaged in a significant manner in program or institutional administration at the postsecondary level.

Academic: An individual currently or recently engaged in a significant manner in postsecondary teaching and/or research (including learning resource and research support, and/or curriculum development).

Public: An individual who is does not reflect the characteristics of administrator or academic above.

Selection of the Team Chair

The team chair will be free from potential conflict of interest and have had at least three successful experiences as a team member (as evaluated by the relevant chair or Commission staff representative) or have served as a team chair previously. Normally, the chair should be a senior administrator of an accredited member institution. The chair must have completed the training unit for team chairs.

Commission Staff Representative

A member of the Commission professional staff will normally accompany a comprehensive evaluation team as an observer and procedural guide to consistent review of requirements, but
will not participate in the evaluative judgments of the team. The staff member will also review
the evaluation team report for completeness and ensure the submission of the report in the
appropriate format.

Observer

With permission of the COA Director or Associate Director, team chair, and institution being
evaluated, a representative from an ABHE institution preparing for an evaluation team visit may
accompany the team as an observer. Observers from peer institutions are responsible for their
own expenses, and do not participate in the evaluation of the institution.

Representative from the State/Province

A representative from the respective state or province higher education Commission may elect
to serve as an observer of the team visit.

Canadian Institutions

Insofar as possible, at least one evaluator will be from a Canadian ABHE member institution.
3. Responsibilities of the Evaluation Team

Team Chair Responsibilities

The Team Chair is responsible for leading all team meetings, serving as spokesman for the group, co-editing and approving the final team report, assessing the contribution of evaluators (see Appendix 3), and forwarding all pertinent documents to the Commission staff representative within two weeks after the visit. Any delays can be embarrassing and may create severe difficulties for all parties concerned. The Team Chair may stay over a day at the hotel at the institution’s expense to finalize the report.

Communication with Institution

The Team Chair will contact the Chief Executive Officer and accreditation liaison of the host institution in order to establish communication protocols and begin working on logistics. Usually, the institution’s accreditation liaison is designated as the primary contact for arrangements, assisted by a hospitality coordinator (typically the liaison’s administrative assistant). The team chair will (1) confirm the dates and length of the visit, (2) confirm the purpose of the visit (i.e., institutional/programmatic accreditation, candidate/initial accreditation/reaffirmation visit, focused visit), (3) confirm specific arrangements for travel, ground transportation, and housing needs of each team member (including the appropriate airport and airport code for arrival), (4) verify that a specific room on campus has been reserved as the team’s official meeting and workroom and that a meeting room has been reserved at the hotel for team use in the evenings, (5) confirm that the on-campus workroom will contain all materials and documents needed for individual evaluator research, and (6) confirm a specific time and place for a joint meeting between the team and the administration (this often occurs over a meal setting) at the beginning of the visit. During this joint meeting, it is appropriate to confirm the schedule of appointments that will take place during the visit.

In some cases, team members may wish for more information prior to the visit. The Team Chair should be consulted before a Team member makes initial contact with the Institution (to avoid overlap or excessive request of documents).

Communication with Team

After an initial conversation with the Institution, the Chair will contact Team Members in an effort to facilitate Team and Travel information. In regard to Team Information, each member should provide a brief professional sketch to the other members, including previous service for the Commission. Likewise, contact information (email and cell phone contact, where applicable), dietary needs, and special accommodations should be discussed. In regard to the Travel Information, the Chair should confirm transportation information (appropriate airport, needed arrival times) and convey to the members how travel will occur during the Team visit. The Chair will also verify with Team members general housing information (hotel name, contact information, confirmation numbers), the tentative schedule of the visit (especially the time and location of the First Executive Session, the meeting with Institutional administrators, and allowable departure times), and the role each person is filling on the evaluation visit. The Chair should also confirm that each Team member has access to the Institutional documents, when they are available. (See Appendix 3).
After receiving this communication from the Team Chair, Team members should confirm, as soon as is reasonably possible, their transportation specifications (if flying: flight number, arrival and departure dates/times; if commuting: arrival and departure times) so that transportation to-and-from the airport can be clarified.

The Team Chair is expected to:

1. Be the primary liaison between the team and the institution being evaluated.
2. Assure that evaluators have a clear understanding of the overall team role in the evaluation process.
3. Confirm the appropriate Standards and Essential Elements with each Team member. Where an institution offers distance education, the Team Chair will assign a Team member with the appropriate experience and/or background to examine Standards relevant to distance education.
4. Assure that evaluators have a clear understanding of the Principle of Accreditation, (i.e., that the Institution is achieving its own stated mission and objectives, that it is complying with the Standards for Accreditation, and that it can be reasonably expected to continue to do both in the future.
5. Guide the team in conducting valid assessment and making appropriate recommendations.
6. Assure that all recommendations made by the Team are related to the appropriate Standards, and not based upon individual opinion.
7. Assure that the Team Report includes specific review of the Regulatory Requirements (summarized in Appendix 2).
8. Assure that the overall Team recommendation is clearly based upon the "Principle of Accreditation."

Team Evaluator Responsibilities

The evaluation team verifies the validity of the institution's self-study materials, assures that mechanisms for continual self-examination are functioning, and gathers information on an institution-wide basis, by means of data research and interviews, to determine whether the institution is fulfilling the Principle of Accreditation, (i.e., that is, whether the Institution is achieving its own stated mission and objectives, whether it is complying with the Standards for Accreditation, and whether it can be reasonably expected to continue to do both in the future). On the basis of its evaluation, the team makes a recommendation to the Commission regarding the granting of candidate status, accredited status, or the reaffirmation of accreditation.

An evaluator is expected to be:

- **Objective.** The institution is to be evaluated solely in light of its stated mission and objectives and the Commission on Accreditation's Standards for Accreditation. It is not, in any way, to be evaluated in light of the team member's own institution or personal beliefs/experiences.
- **Ethical.** An evaluator is dealing with confidential information and should exercise the utmost caution and integrity in handling this information. (See Appendix 4, A Decalogue for the Accreditation Team).
• **Accurate.** Assessment and evaluation should be based solely on the *Standards for Accreditation* and related ABHE Commission policies. Recommendations must be so referenced and based upon facts.

• **Constructive.** The Association for Biblical Higher Education is a service organization, not a policing agency. The Commission’s goal for the accreditation process is to improve the overall quality of the institution. An evaluator must make clear that any advice/suggestion offered is strictly personal and does not necessarily reflect the opinion of the Association or the Commission on Accreditation.

**Financial Responsibilities**

Evaluation team members should be economically responsible when making arrangements for team visits. Flights should be booked 30-45 days before the visit (except for emergency substitutions). Evaluators are not required to travel abnormal schedules to achieve the lowest airfare, but coach fares comparable to the most economical flights that accommodate the required arrival/departure times are expected. If significant savings can be realized by making use of a “layover,” most institutions are willing to cover the additional hospitality expense; however, this must be specifically verified with the host institution. If traveling by automobile, the reimbursement for the auto travel **cannot** exceed the lowest coach fare for airline travel at the requisite arrival/departure times. The Commission **does not authorize** members of evaluation teams to rent vehicles except on the advice and consent of the host institution. Excessive expenditures will not be reimbursed.

Evaluators may extend travel for personal reasons, but additional expenses for personal travel will not be reimbursed. If a spouse or family member is traveling with the evaluator, only expenses related to the evaluator’s travel will be reimbursed. The spouse/family member is not to attend team or institutional meetings.

**Standards for Review & Assignments**

While the team makes collective conclusions and decisions, one team member will be assigned as the primary investigator relating to each of the Standards. The general assignments are as follows:

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<th>Evaluator Assignments</th>
<th>Institutional Evaluation</th>
<th>Programmatic Evaluation</th>
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<td>Administrative</td>
<td>Standards 1, 4, 5</td>
<td>Standards 1, 2, 3, 5, 6</td>
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<tr>
<td>Student Services</td>
<td>Standards 7, 8</td>
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<tr>
<td>Library/Faculty</td>
<td>Standards 9, 10</td>
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For programmatic accreditation reviews, a ministry practitioner related to the fields of study covered by the programs to be examined will also serve on the evaluation team. The
practitioner evaluator does not have a formal position with an ABHE institution and brings a perspective of the field to professional program reviews. The practitioner evaluator may provide input regarding any of the areas reviewed.

Where the institution offers distance education, one or more of the assigned team members will be qualified for review of distance education (see above for qualifications). The Team Chair will assign the designated distance education evaluator(s) to review relevant standards, and that may modify some of the assignments in the list above.

Evaluators will summarize their findings in a report that commends the institution in areas where it excels, lends counsel by making suggestions for improvement in non-Standards related areas, and makes Standards-related recommendations needing attention.

Near the close of the visit, each evaluator presents his or her report to the Team Chair, summarizing the findings in their area of responsibility. The team has responsibility to finalize a list of commendations, suggestions, Standards-referenced recommendations, and an overall accreditation recommendation.

**Commission Staff Representative Responsibilities**

The Commission Staff Representative (CSR) that accompanies a comprehensive evaluation team is there to ensure the review is conducted in accordance with ABHE Commission policies, and to provide advice to team members where clarification concerning ABHE Standards, policies, and procedures may be needed. The CSR is not as an additional team evaluator, but serves as a Commission office resource to the team members during the visit. This includes, but is not limited to, the following:

- Assisting and advising the Team Chair concerning logistics for the visit
- Assisting the Team Chair with team orientation
- Ensuring that Standards and Policies are properly interpreted and consistently applied
- Assisting team members with questions concerning standards (including essential elements) and policies
- Assisting new evaluators with standard wording, as needed
- Serving as a resource for clarification of institutional information
- Attending and participating in Executive Sessions to ensure that both process and report product are in harmony with Commission policies
- Accompanying the Team Chair to the pre-exit interview visit with the President, if so desired
- Addressing procedural questions at the end of the Exit Interview
- Reviewing the final team report for clarity, completeness, proper format, and address of regulatory requirements
- Submitting the final report to the ABHE Commission office
4. Getting Ready for the Evaluation Visit

Process for Evaluation Material Distribution

ABHE informs selected evaluators once they indicate an ability to serve on a Team and the Team Roster is developed. The Commission Office will contact member of the Evaluation Team informing them as Institutional documents become available. The Team Chair should contact each member and verify contact information, etc. During this time period, the team members and institutional personnel should also review the roster in light of potential for conflicts of interests. The Commission Office asks that the team members confirm with the team chair the Standards that he/she is to evaluate, since academic experience or institutional circumstances may warrant special arrangements.

The latest Commission publications (Evaluation Team Handbook, Self-Study Guide, Commission on Accreditation Manual, etc.) are available through (www.abhe.org). Each member should access the general Commission documents (General Files) as soon as they are assigned to a team. The team chair should confirm that everyone is using the most current edition of the documents.

Evaluator worksheets are available through the General Files link in the COA Portal at www.abhe.org. These are available for member use during the Evaluation Team visit, but are to be destroyed after the visit is concluded.

A travel expense voucher is to be completed by each team member. Team chairs should verify that team evaluators are using the most current form from the Commission office.

Approximately six-to-eight weeks before the Team Visit, the institutional documents will be made available in the COA Portal (at http://forms.abhecoa.org/). These documents will include the Statistical Abstract, the Compliance Document (including Regulatory Requirements Evaluation), the Assessment Document, the Planning Document, and the Institutional history. In most cases, the evaluator will be able to access the institution’s web site and find its catalog prior to arriving on campus. If a document is missing, the team member should immediately contact the team chair.

Team members should always feel free to ask the ABHE Commission staff for more visit orientation or other details in addition to these resources. Further summarization is provided in the Guidelines for the Team Chair and Evaluators (Appendices 3 and 4).

Visit Preparation

In preparation for the Evaluation Team visit, Team members should begin reading all Institutional documents when alerted that they are accessible. If possible, and in conjunction with direction from the Team Chair, members should avail themselves of Commission-authorized tools to enhance and maximize their time at the Institution.
Evaluator Worksheets

ABHE provides *Evaluator Worksheets* to assist in preparation and review during the visit (available in OneDrive in ABHE Resources folder). For each of the Commission’s Standards and its related Essential Elements, the Worksheets provide opportunity for the evaluator to make notes regarding their impression of the self-study materials and their observations regarding the institution’s compliance with the Standards. These notes can be of significant assistance later in preparing the written report. Notes can be made using digital versions of these Worksheets or by printing them out and writing the notes by hand.
5. During the Evaluation Visit

Evaluation visits for Institutional Accreditation are normally 2.5 days in length. Evaluation visits for Programmatic Accreditation are normally 1.5 days in length.

**Typical Evaluation Team Visit Schedule**

Team members should consult with the Team Chair for the schedule for their visit. Chairs are at liberty to modify the schedule to fit the needs of the team and the Institution. The following is only a typical schedule for a visit pertaining to Institutional Accreditation.

<table>
<thead>
<tr>
<th>Tues-Thurs Visit</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Team arrives, dinner at hotel or nearby (with college administrators?), team orientation (team only)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Team arrives on campus in morning, orientation to work room, finalize interview schedule, begin interviews, review documents and files</td>
</tr>
<tr>
<td>Tuesday evening</td>
<td>Team group dinner on own, executive session to review initial findings, plan adjustments for 2nd day of visit, writing in rooms</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Follow-up interviews, review of documents and files, writing in work room</td>
</tr>
<tr>
<td>Wednesday evening</td>
<td>Team group dinner on own, executive session to review findings, formulate initial commendations, suggestions, recommendations, writing in rooms</td>
</tr>
<tr>
<td>Thursday morning</td>
<td>Team travels to campus, final executive session in work room, Team Chair meets with President, Team meets with administration for exit interview, team departs for airport</td>
</tr>
</tbody>
</table>

**Orientation Session**

Team members should arrange their schedules so that they arrive in time for the Orientation Session. Generally, this meeting works best if it occurs in the meeting room at the hotel. The Orientation Session consists of:

- Prayer
- Review, by the Chair and/or the Commission Staff Representative, of the purpose of the visit (specifically addressing the overall team role in the accreditation process and the “Principle of Accreditation”) as well as the individual roles of evaluators.
- Presentation by the Team members of their analysis of the Institution’s self-study materials, especially as they relate to their areas of responsibility. Preliminary impressions will be discussed in order to identify specific concerns that must be resolved during the visit.
- Review of the schedule (including adjustments in appointments and interviews) and confirmation of evaluator assignments.
- Reminder that Team members should present the Team Chair with a written draft of their findings thereby the end of Day 2. These written drafts can be developed by using the corresponding *Worksheets* and Team Report guidelines found Section 6 of this handbook.
Executive Sessions

There are usually four executive sessions:

1. Orientation (see above)
2. End of Day One.
   a. Team discusses major issues: validation of self-study claims, compliance with the ABHE Standards.
   b. Review specific areas that surfaced during the team’s first day of meetings as needing special examination on Day Two.
   c. Discuss areas that might impact multiple evaluators/Standards. It is important to share findings that may need to be investigated by more than one evaluator (if it is applicable to the Standards and Essential Elements).
   d. Chair confirms the schedule of activities for Day Two, including interviews/adjustments, and highlights the team meeting scheduled for the end of day two.
3. End of Day Two
   a. Each team member briefly reports findings.
   b. Team reviews proposed commendations, suggestions, and recommendations.
   c. Other needed group processes as determined by the team chair or members.
   d. Any follow-up interviews needed before Exit Interview
4. Final Team Meeting (usually on the morning of Day 3)
   a. Finalize all Commendations, Suggestions, and Recommendations. Recommendations must be undergirded with factual support and be referenced to specific Standards and Essential Elements.
   b. Determine the degree to which the institution’s mission and objectives are being achieved, and the conclusion regarding the institution’s overall compliance with the Standards for Accreditation.
   c. Reach a consensus regarding the overall accreditation recommendation that will be forwarded to the Commission on Accreditation. The Chair will review the Range of Team Recommendations available (see Appendix 7) and then guide the discussion to a final decision.
   d. Determine if team members are participating verbally in the exit interview. The Chair will discuss the method and sequence of the process.
   e. Remind each team member that he/she is required to provide the Team Chair with an electronic copy for his/her section of the evaluation report before departure from the Institution.
   f. Have the Chair clarify matters relating to travel vouchers, Chair evaluation (online), and submission of documents to the ABHE office within two weeks.

Team Meals with Institutional Personnel

Meal with Institutional Administrators

Prior to the visit, the Chief Executive Officer or the institution’s visit coordinator should arrange for the team and the institution administration to meet over a meal at the beginning of the visit. During this meal, team members will sit with their counterparts from the institution and seek to
establish a cordial relationship. Following the meal, the Chief Executive Officer will give a brief welcome to the team and introduce the members of his or her administration.

The Team Chair will, in turn, introduce each team member, identifying their area of evaluation. The Chair will seek to:

1. Establish a positive atmosphere for the visit by emphasizing that the purpose of the evaluation visit is to validate the institution’s own self-study materials. The team’s goal is to provide an outside perspective to assist the institution in its efforts to determine its strengths and weaknesses in achieving its goals and objectives, as well as the expectations of its peer institutions. To do this, the team will carefully review the institution’s mechanisms for collecting data, making decisions based on the evidence, and making plans to deal with identified issues. The team will assess the extent to which desirable processes have been institutionalized. The ultimate goal is to enhance the quality of the institution’s overall effort and assess the institution’s fulfillment of ABHE Standards for Accreditation.

2. Apprise institutional personnel of the accelerated pace at which the visit will necessarily be conducted, so that all personnel will be prepared for a period of intensive activity. Interviews should be directed and efficient, and documentation should be readily available.

3. Clarify the visit schedule, including the time and format for the meetings with faculty, board, and students.

4. Field questions from administrators.

**Meeting with the Institution’s Governing Board (usually luncheon)**

The meeting with members of the institutional board affords an opportunity to discuss board structure, functions, achievements, and involvement in long-range planning. It also provides a time to reemphasize the board's responsibility to support the institution.

The seating arrangement should provide for optimum interaction between the board and team members. Administrators should not be present for the meeting. Although the Chief Executive Officer may make appropriate introductions at the beginning of the meeting, the CEO should leave immediately thereafter.

Following the introductions, the Team Chair should assume responsibility for brief remarks regarding the purpose of accreditation and the focus of the visit. Team members will then have opportunity to question board members. Board members can, in turn, ask questions of the team members.

Since this is a working luncheon, the interaction must occur in an efficient manner so that the afternoon's activities can proceed on schedule.

**Meeting with Students (usually luncheon)**

An informal meal between some team members and students provides the opportunity to gather student perceptions of institutional effectiveness, academic rigor, and quality of preparation. Administrators should not be present for this meeting.
Team members not scheduled for meetings should feel at liberty to sit with random students and staff during lunch times to gather perspective as well.

Meeting with the Public

ABHE publishes the date and nature of the team visit on its website. Further, the institution is also required to announce the ABHE review on its own site. Members of the public are invited to submit written comments regarding the institution and, if desired, to meet with team members during the visit. The team chair, working with the institution, will ensure that there is a time in the schedule for the public to meet with representatives of the visiting team. This meeting should be an open forum, but without institutional representatives present.

If members of the public have made their desire for a meeting known to the institution and/or team ahead of time, it may be possible to organize the forum as a luncheon meeting on campus. Such meetings can conserve the team’s valuable time. On the other hand, there are many reasons why it may not be feasible to use institutional dining services for such an event. The team chair has the prerogative of making arrangements for a meal at an off campus site or conducting the meeting outside of a meal time.

In any case, there should be opportunity during the visit for members of the public to meet with one or more team members to express their opinions regarding the institution. When such meetings are held, the team representative(s) should give notice at the outset that they will control the nature, location, and timing of the meeting. Depending on the number of people participating, the amount of time a particular individual is given to speak will be strictly limited (3-5 minutes). Team members should make it clear that they are meeting with members of the public to listen, not to solve an individual’s or group’s problem(s). While the team is conducting the visit to make judgments regarding the institution’s compliance with accreditation requirements, it will not share its impressions regarding the institution with members of the public at this meeting.

Researching Institutional Documents

One desired product of an evaluator’s advanced visit preparations is a listing of the documents that will be needed to verify the claims made in the self-study materials. This list should be sent to the Team Chair prior to the visit. Upon arrival at the workroom, the evaluator will first verify that the desired documents are present in the workroom or available in a digital format (see Appendix 1). In the case of missing documents, the administrator in charge of that area should be approached with a request to supply them.

Some documents may require only a random perusal; others may need to be examined in depth. Sufficient time should be allowed for this activity. Any concerns should be identified. Time should be reserved for any subsequent interviews needed in order to clarify questions generated by the review of the documents. Institutional documents should be examined in the work room or a private setting. Institutional documents should be treated with confidentiality and care.
Interviewing Institutional Personnel

Types of Interviews

There are two general types of interviews: group interviews and individual interviews. A group interview involves one or more team members interviewing a group of people. Most interviews are individual. It is not uncommon for a single person to be interviewed by more than one team member. The strength of having a given individual interviewed by two or more team members is that it provides distinct perspectives on information that may be discussed during the executive sessions.

Group interviews are particularly beneficial when interviewing students, faculty, or board members.

Classroom visits have only limited value. Yet, team members should try to briefly visit one or two classes in order to assist in forming an overall impression of the instruction offered. If the institution offers online courses, these should be “visited” as well to evaluate the quality and quantity of faculty/student and student/student interaction (must be regular and substantive). Faculty members should have been advised beforehand that visits will be brief and are not to be acknowledged.

Determining the Interview List

The evaluation team determines who needs to be interviewed. Requests for interviews (group or individual) should be submitted to the institution’s liaison through the Team Chair prior to the team’s arrival. Where the need for additional interviews arises during the visit, these should be coordinated as soon as possible through the Team Chair.

In scheduling the interviews, allowance should be made for an examination of relevant records available on campus. Insights gained from the records are likely to suggest additional questions to be asked during the interviews.

Suggestions for Effective Interviewing

Since time is of the essence, to the extent possible, questions should be: prepared in advance, based upon the evaluator’s prior research, and related to a desired end. This requires considerable forethought. Careful notes must be taken in order to accurately record responses. It is often desirable to informally rephrase the response in order to verify its accuracy with the person being interviewed.

An evaluator should keep the following in mind when interviewing:

1. Do not ask questions that can be answered with a "yes" or "no" response. Rather ask the individual to describe, illustrate, or document.
2. Whenever possible, ask the same question(s) of more than one person. This allows not only for a comparison of answers, but also for possible insight into varying perspectives. Of course, it is essential to maintain the confidentiality of each respondent.
3. Ask a few questions to verify factual data.
4. If necessary, ask for clarification.
5. Keep the interview focused.
6. If a particular response doesn't really get to the heart of what you are looking for, follow-up with additional questions. Tactfully pursue an issue until you are satisfied.
7. When examining systems and processes, consider answers through a grid that asks "What can go wrong?" "Would the structure operate smoothly with a different set of players?"
8. Identify the mechanisms in place to foster systematic examination and ongoing improvement in a particular area
9. Probe potential problem areas with “what if” questions.

Exit Interview

The exit interview provides the team an opportunity to present its conclusions to the Chief Executive Officer and those the CEO wishes to be present. It also provides opportunity to clarify any misconceptions.

The Chair may choose to present the team’s conclusions with the team members available for questioning; The Chair may present the conclusions and ask team members to amplify the points made; or the Chair may designate individual team members to present the findings for his or her particular area of responsibility.

A typical exit interview agenda might be the following:

1. Opening remarks by the Team Chair:
   a. Expression of gratitude for hospitality during the visit
   b. Explanation of how the team will present its findings
      i. Individual team members or the Chair will read the team’s commendations, suggestions, and recommendations.
      ii. No discussion will be offered at this time regarding suggestions and formal recommendations.
      iii. Questions for clarification will be entertained. These should be directed to the Team Chair.

2. The presentation of the commendations, suggestions, and recommendations

3. Closing remarks by the Commission staff representative:
   a. The Team will depart the institution immediately after the exit interview
   b. The Team’s work is done with the completion of the report—team members should not be contacted by the institution for comment on evaluation areas
   c. A draft of the report will be immediately circulated to the team members. Within one week of the report’s receipt, factual errors should be sent to the chair. **Within two (2) weeks the visit, the documented Final Report will be sent to the ABHE Commission Office for final distribution to the institution (accompanied by pertinent instructions).**

4. Closing remarks by the Chief Executive Officer.

**IMPORTANT:** Under no circumstances is the overall team recommendation regarding the accrediting decision to be discussed with the institution’s officials.

The Chief Executive Officer should be informed that the team report should arrive in approximately three to four weeks. The Chief Executive Officer should be advised that, after careful study of the Report, the Institution will be expected to formulate an official response to
be submitted to the Commission office by the date specified. In case of candidacy or initial accreditation, institution representatives will have opportunity to appear personally before the Commission on Accreditation to provide any additional information and to answer any questions that the Commission members may have. This privilege is optional for reaffirmation visits.

Team Responsibility

Each evaluator is required to provide the Team Chair with a written draft that summarizes the findings for his or her area of responsibility. This draft is due by the end of the visit (or earlier, if requested by the Chair). Although the bulk of the writing should be done during the evening of Day 2, it may be necessary to continue writing during the morning of Day 3, after any final interviews or research have been conducted.

Organization

During the team orientation session, the Chair should explain his/her preference regarding writing style, voice, and presentation of the commendations, suggestions, and recommendations. It is appropriate to incorporate the commendations, suggestions, and recommendations into the descriptive analysis text. When this is done, the commendations, suggestions, or recommendations should be presented in bold type.

Each section of the evaluator's report should be brief, thorough, and written in essay form. Evaluators should provide written, analytical comments for each area of examination within their jurisdiction. To facilitate compilation of the final report, the presentation for each Standard should begin on a new page. An evaluative analysis of the institution's compliance with the Standard will be given, followed, as applicable, by any statements of commendation, recommendation, or suggestion. Length should not exceed 1.5 to 2 pages per Standard.

Form and Style

The final evaluation visit report should be submitted electronically to the Commission staff representative in Word format, rarely in excess of 30-35 pages (including Introduction, Regulatory Requirements, and Summary Documents Reviewed/Patson Interviewed, and Summary of Commendations, Suggestions, and Recommendations).

Decisions of the Team

Each team member will present to the team his or her proposed commendations, suggestions, and recommendations. These are to be discussed and approved by the team.

- **Commendations.** A commendation should denote exemplary work on the part of an individual or unit within the institution. Compliance with a Standard is not the basis for a commendation; rather it is an expectation of the Commission on Accreditation.

- **Suggestions.** A suggestion is professional advice from the team concerning ways in which the institution might improve effectiveness. It is peer opinion only, and the institution is under no obligation to implement suggestions or address them in the Response to the Visit Report to the Commission. Substantial deficiencies in meeting the Standards or Essential Elements should be reported as recommendations, not suggestions.
• **Recommendations.** Normally, no more than eleven (11) recommendations should be included in the report. The recommendation should address only those parts of the Standard that have not been met, and the recommendation must provide specific details as to where the institution is either weak or does not meet the Standard.

• **Overall Team Recommendation form to the COA.** As a group, the team will complete a brief Team Recommendation form with an accreditation recommendation according to the COA Range of Motions, which will, in turn, be forwarded to the Commission. The Team Chair will guide the members through the process of making its decision and provide specific instructions regarding wording of the statement. *Because this recommendation may not necessarily be adopted by the COA, it is imperative that it be held in confidence and not be communicated to the institution.* It is possible that the institution's written response to the team report, together with corrective actions taken prior to its appearance before the Commission, will influence the ultimate decision. The Commission also needs to assure consistency and reliability in its decisions.

**Special Concerns to Note**

1. In crafting the summaries of commendations, suggestions, and recommendations, statements should be written in parallel form.
2. Refrain from naming individuals in the report. Refer to title or office only.
3. Offer neither praise nor blame towards individuals.
4. Avoid lavish praise or harsh criticism. Be factual. Avoid emotional overtones.
5. Avoid taking a position on accreditation offered by other agencies.
6. Focus on the *Standards for Accreditation* and the associated *Essential Elements.* Do not advocate personal theories or positions.
7. Avoid revealing the team's accreditation recommendation to the institution.
7. Concluding the Evaluation Visit

Team Chair Tasks

Prepare a Draft of the Evaluation Visit Report

The Team Chair is responsible for the final team report. While he or she should circulate a rough draft among team members for additional comment or correction, the compilation of final team report is the responsibility of the Team Chair. The Chair may compose and edit it as he or she sees fit, yet in accordance with the guidelines set herein. The Chair will send a copy of the report to each team member requesting him or her to note any factual errors or misrepresentations of intent. Be sure to complete the Regulatory Requirements Evaluation section (see Appendix 2).

Prepare a Team Recommendation Form

The Team Chair is also responsible to word the official Team Recommendation form summarizing the overall recommendation of the team to the Commission on Accreditation (see OneDrive ABHE Resources folder). \textbf{IMPORTANT:} Under no circumstances is the overall team recommendation regarding the accrediting decision to be discussed with the institution’s officials. Along with the Team Report, this Team Recommendation form is submitted to the Commission staff representative.

Submit the Report to your Commission Staff Representative

It is extremely important that the final Team Report and official Team Recommendation form be submitted to the assigned Commission staff representative within \textbf{two weeks} of the visit. These documents will be reviewed for adherence to the team guidelines and grammatical accuracy and then forwarded to the institution and Commission on Accreditation.

Complete an Online Assessment of each Evaluator

Evaluations should be completed online. These confidential assessments are an important element in strengthening future teams.

Submit the Travel Expense Voucher and Receipts

Within \textbf{two weeks}, the Team Chair must submit a Travel Expense Voucher (Appendix 6) along with digital copies of all receipts (scans or jpg photos are fine) to the COA bookkeeper (jane.king@abhe.org). The self-study materials should be left at the institution and/or removed from any digital device. Any worksheets used in preparation for the Final Report should be destroyed at the conclusion of the Team Visit.
Evaluator Tasks

Review the Draft Evaluation Visit Report

When the Team Chair forwards a draft of the Final Report to Team members for comment, it is imperative that evaluators give this high priority so the final report is submitted by the Chair within two (2) weeks after the conclusion of the Team Visit.

Complete an Assessment of the Team Chair

Each evaluator will complete an online evaluation of the Team Chair. These confidential assessments are an important element in strengthening future teams.

Submit the Travel Expense Voucher and Receipts

Within two weeks after the conclusion of the Team Visit, the evaluator must submit a Travel Expense Voucher (Appendix 6) along with digital copies of all receipts (scans or jpg photos are fine) to the Commission bookkeeper (jane.king@abhe.org). Likewise, after the evaluation visit, an assessment will be provided to each Evaluator asking for feedback on the Team Chair’s performance. This information will be submitted to the Commission office. All self-study materials should be left at the institution and/or removed from any digital device. Any worksheets used in preparation for the Final Report should be destroyed at the conclusion of the Team Visit.
Appendix 1

Sources for Documenting Compliance with ABHE Standards

Sources typically used as evidence for documenting compliance with the ABHE Standards for Accreditation are offered below. In general, institutions that meet the Standards for Accreditation will meet the Conditions of Eligibility, since the Conditions are presumed as a foundation for the Standards.

Conditions of Eligibility

1. Tenets of Faith
   Board Notes, Copy of signed Tenets of Faith

2. Nonprofit Status
   Status Letter confirming 501(c)3 status

3. Authorized
   Charter, Articles of Incorporation, governmental certificate or letter (authorization to grant degrees, certificates)

4. Institutional mission
   Constitution, academic catalog, website, board minutes (adoption)

5. Governance
   Bylaws, roster of board members (minimum 5), denominational authorization (if applicable)

6. Chief executive officer
   Bylaws, board policy, contract, job description, evidence of limited non-institutional commitments, budget

7. Catalog
   Academic catalog (cite pages for each required element)

8. Assessment and public accountability
   Website (outcomes page—graduation and placement rates)

9. Learning resources
   Library collection analysis by subject, comparison to syllabus bibliographies or ABHE Library Guidelines, database listings, agreements with other libraries

10. Faculty qualifications
    Faculty roster by program (1 qualified faculty overseeing every program/major offered)

11. Academic programs
    Academic catalog, program outlines
12. **Biblical/theological studies**  
   Academic catalog, program outlines (must show hours in Bible/theology for each undergraduate program)

13. **General studies**  
   Academic catalog, program outlines (must show hours in general studies for each undergraduate program)

14. **Ministry formation program**  
   Academic catalog, ministry formation handbook, records (what percentage of students participated in last 3 years)

15. **Student body**  
   Registrar’s report (enrollment for last 3 years)

16. **Program completion**  
   Registrar’s reports (number of graduates in recent years), graduation records

17. **Admissions policy**  
   Academic catalog (admissions section)

18. **Institutional stability and capacity**  
   Registrar’s reports, board tenure, administrative tenure, faculty tenure, financial statements (documents demonstrating limited fluctuations)

19. **Financial base**  
   Financial statements, opinioned financial audits (last 3 years)

20. **Income allocation**  
   Budget (showing distribution between educational operations, public service, auxiliary businesses)

21. **Annual audit**  
   Complete annual, independent, opinioned financial audit reports with management letters (last 3 years)

22. **Agency disclosure**

23. **Compliance**

24. **Public disclosure**  
   Letter signed by the CEO affirming each of these three statements and confirming board resolution to support
Institutional Accreditation Standards

Standard 1: Mission, Goals and Objectives
Charter, Constitution, 501(c)(3) notice, opinioned audits, state/provincial authorization certificate, academic catalog, institutional website

Standard 2: Student Learning, Institutional Effectiveness, and Planning
Chief Executive Officer’s Office
- Reports to the Board from all areas of the institution
- Reports to a Board of Advisors
- Reports to the State in which the institution is located
- Publications distributed to donors regarding institutional finances

Business Office
- Annual financial audits
- Quarterly reports to the Board
- Budget reports to administrators throughout the year

Academic Office
- Dean’s reports to the Chief Executive Officer
- Faculty rosters with qualifications for course assignments

Student Life Office
- Dean’s reports to the Chief Executive Officer
- Minutes from Student Government Association

Development Office
- Analysis of Donors in the institution’s donor development program
- Reports of major institutional development events

Registrar’s Office
- Enrollment information from each year (FTE, Headcount, total credits)
- Number of hours taught by faculty each semester
- Class schedules and course enrollment statistics for recent semesters

Institutional Effectiveness Office
- Department goals and assessment reports
- Assessment survey data
  - ABHE Bible Content Examination results
  - National Survey of Student Engagement results
  - Student Satisfaction Inventory results (Noel-Levitz)
  - Collegiate Assessment of Academic Proficiency results (ACT)
  - Best Christian Workplaces Engagement Survey results
  - Alumni survey results
- Website/Outcomes results
  - Mission specific outcome results, graduation rates, placement/employment rates

Standard 3: Institutional Integrity
Academic catalog, employee handbook, faculty handbook, student handbook, library handbook, website (grievance & discipline policies, hiring/dismissal policies, conflict of interest policies, copyright/intellectual property policies)
Recruitment and promotional materials
Representation of accreditation status
Financial audit reports
Grievance/complaint records

Standard 4: Authority and Governance
Constitution and Bylaws, board manual, board conflict of interest policy, board minutes, board roster, board committee rosters, board diversity/professional experience analysis, and organizational chart

Standard 5: Administration
Administrative Council/Administrative Officers
(Senior administration, e.g., Chief Executive Officer, Executive VP, Chief Academic Officer, Chief Student Development Officer, Chief Financial Officer, Chief Development Officer)

Bylaws, organizational chart, administrative roster, position descriptions, vitae, administrative/faculty/staff handbooks, council minutes (frequency, purview)

Administrative records
Records policy, location & security of board minutes, faculty minutes, personnel files, student files, audited financial statements, academic catalogs, student directories, annual reports of various departments

Standard 6: Institutional Resources

6a. Human Resources
Personnel files, administrative/staff handbook, faculty handbook, organizational chart, position descriptions, salary schedule, work schedule, meeting agendas/minutes, record of development activities, insurance policies, personnel satisfaction surveys

6b. Financial Resources
Financial management: Bylaws, organizational chart (purchasing, collections, budgetary control, payments, bookkeeping, student financial accounts, financial reports under CFO), board manual (investment policy), board minutes (investment controls), operations satisfaction surveys

Board oversight: Bylaws, legal documents, board manual (business management policies, budget authorization, development authorization, board policies on bonds, annuities, investments, debt, property controls), board minutes (implementation of policies)

Internal controls: Administrative manual, procedures manual, reporting structure, cash disbursement protection, mail/receipt procedures

Accounting: Audited financial statements, chart of accounts, restricted funds, transfer policies, general ledger entries

Budgeting: Administrative manual, procedures manual, participants roster, budget development calendar, administrative council & board minutes (approval)
Business records: Administrative manual, records policies, records retention & security, schedule of insurance policies, schedule of student financial aid disbursements, budget reports, audited financial statements, collection policies, history of write-offs

6c. Physical Resources

Master plan, facilities analysis (size, function, furnishings), facilities usage analysis, maintenance schedules, department staffing rosters, position descriptions, property appraisals, insurance policies with adequate coverage, fire inspections, fire-resistant records storage, emergency preparedness plan, equipment inventory, facilities satisfaction surveys, ADA compliance reports

6d. Technological Resources

Equipment inventory, technology needs analysis, technology use logs, network statistics, maintenance schedules, department staffing rosters, position descriptions, cybersecurity policies, budget allocation, student/staff orientation schedules, training resources

Standard 7: Enrollment Management

7a. Recruitment

Enrollment management plan, website, promotional materials, form letters, events schedule, tracking records, results analyses

7b. Admissions

Academic catalog (admission section), Enrollment management plan, website, admissions criteria (academic & spiritual), admissions policies, sample admissions checklist, ability to benefit policy, special student classification, student files, admissions testing requirements, admissions testing results, transfer policy, transfer evaluation criteria, sample transfer evaluations, ability to benefit policy (students who are provisionally admitted), ability to benefit testing requirements & results, articulation agreements, sample validation of transfer work from unaccredited institutions

7c. Student Financial Services

Academic catalog, student handbook, refund policies, financial aid handbook/policies, scholarship award records, scholarship committee minutes, federal financial aid audits, federal financial aid notification letters, financial counseling information, financial assistance policies, write-off records

7d. Retention

Academic catalog (graduation requirements, admissions & placement testing, services for at-risk students), student handbook, academic advising manual, placement tests & results, degree audits, at-risk tracking forms, retention reports, assessment data regarding retention services effectiveness

Standard 8: Student Services

Student development
Academic catalog, student handbook (philosophy, objectives), department organizational chart, spiritual formation expectations (chapel, personal devotions,
spiritual growth), lifestyle standards, schedule of activities, student satisfaction surveys

Personal counseling
Student handbook, counseling handbook, resident director/assistant handbook, department organizational chart, services inventory, referral list, counselor credentials, referral statistics, emergency protocols

Discipline and formal grievance
Academic catalog (grievance policy), student handbook (spiritual/relational expectations), discipline and restoration protocols, grievance committee organization, record of formal grievances & results, security of records

Student orientation
Student handbook, orientation schedule (college life, campus orientation, academic procedures & regulations, placement testing, community life & residence hall living, registration procedures, advising, faculty interaction, chapel, social/recreational activities, health services, financial services, local community, student employment), results of student orientation evaluations

Student organizations
Student handbook, student government charter, student organizations policies, record of student organizations, record of input from student organizations into institutional planning, communications regarding student organizations, faculty handbook (faculty advisors)

Housing
Student handbook (options & policies), department organizational chart, responsibility roster, availability postings, health and safety reports

Food services
Student handbook, employee handbook, food services contract, department organizational chart, sample menus, record of inspections, nutritional information, student satisfaction surveys

Health services
Student handbook, description of available services (on-campus, nearby), medical examination policy, referral protocols, emergency response protocols, records of health service use, transportation options

Intercollegiate athletics
Student handbook, athletic handbook, participation requirement, administrative oversight, budget information, form letters, promotion, record of awards

Placement services
Academic catalog, student handbook, website, placement rates, placement guides, career information, skills inventories and testing, postings for opportunities, resume and interview services, placement rates

Standard 9: Faculty

Faculty qualifications
Faculty roster listing all courses assigned and qualifications (graduate degrees, concentration or credits in discipline), statement of faith policy/signed statements,
faculty evaluations, official transcripts, professional vitae, professional development record, publication record

Faculty appointment and workload
Faculty handbook, board manual, appointment policy, designations for faculty status (appropriate persons), tenure policy, record of search procedures with engagement of appropriate administrative and academic personnel in interviews, faculty files (signed faculty contracts), academic freedom policy, recent schedules, workload studies, adjustments for administrative duties, overload policy, student to faculty ratio, percentage of instruction by fulltime faculty, faculty satisfaction surveys, student/advising satisfaction surveys

Faculty welfare
Salary scale, faculty contracts, personnel budget, benefits schedule, professional development budget, record of professional development activities, grievance policy, grievance records

Faculty organization
Bylaws, faculty handbook (provisions for faculty governance), chief academic officer position description, faculty position descriptions, standing committee assignments, faculty minutes, committee minutes

Standard 10: Library and Other Learning Resources

Library organization, objectives, and budget
Library handbook, goals/objectives, librarian’s annual reports, organizational chart, library personnel position descriptions, library personnel vitae, assessment data, library strategic plan, faculty minutes (librarian involvement), budget policy (control by library director), itemized budget, itemized expenditures, library as a percentage of total unrestricted operations expenditures (3-5 years)

Library collection
Acquisition policy, collection analysis reports, collection development plan, library committee minutes, weeding policy and records, circulation statistics, shelf list, card catalog/software, subscription records, database records, agreements with other libraries, collection analysis reports, breakdown per discipline and major, analysis of resources secured by agreements with other libraries

Library services
Library handbook, orientation outlines/handouts, descriptions of services, computer tutorials, interlibrary loan contracts and use analysis, information literacy program, assessment of information literacy program

Standard 11: Academic Programs

11a. Curriculum
Academic catalog, program goals/objectives, outcomes assessment data, curriculum analysis (biblical/theological studies, general studies, professional studies), faculty minutes (curriculum review), complete syllabi, course paper/project samples, evaluation rubrics, integration analysis, course sequencing, breadth of disciplines for general studies, internship assessments (analysis of rigor), employment/placement statistics, graduate admission statistics

11b. Ministry Formation Program
Academic catalog, student ministries handbook, ministry formation philosophy statement and objectives, ministry formation committee minutes and roster, graduation requirements, organizational chart, director position description, director vita, student records, ministry formation syllabi, assessment rubrics, assessment instruments, assessment results and analysis, strategic plan

11c. Academic Pattern and Procedures

Academic catalog, organizational chart (faculty organization), credit hour definition, course syllabi (calculation of academic engagement time), academic calendar, course schedules, student records, security protocols/policies

11d. Alternative Academic Patterns

List of all off-campus sites and course offerings and enrollments, distance education/online course offerings and enrollments, correspondence education course offerings and enrollments, organizational chart, director/staff position descriptions, director/staff vitae, description of support services for off-campus, online, correspondence courses, faculty credentials, course syllabi, admissions requirements, off-campus facility/technology inventories, learning management system features, evidence of faculty-student interaction, assessment comparisons between alternative course outcomes and traditional course outcomes
### Appendix 2

**Regulatory Requirements Evaluation**

*Please provide a yes/no assessment and a succinct explanation for that conclusion in the boxes below.*

<table>
<thead>
<tr>
<th>1. <strong>Mission and Objectives (Standards 1, 2a):</strong> Does the institution maintain clearly specified educational objectives that are consistent with its written mission, appropriate in light of the degrees or certificates awarded, and successfully achieved? (Determination should be based on the appropriateness and rigor of indicators of success in relation to the institutional mission, reliable assessment data, and evidence of achievement of educational objectives.)</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. <strong>Student Achievement (Standard 2a):</strong> Is success in student achievement in relation to the institution’s mission adequately achieved and appropriate results made available to the public? (Determination should be based on indicators of student achievement established by the institution, including graduation and placement rates, as appropriate.)</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. <strong>Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading, and Advertising (Standards 3, 7, 11c):</strong> Does the institution maintain and follow satisfactory policies regarding advertising and publications (including catalogs and academic calendars), recruitment, admissions, enrollment, and student grading to maintain accurate and timely information and consistent, ethical practices?</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>4. <strong>Facilities, Equipment, Supplies (Standard 6):</strong> Does the institution maintain sufficient resources to achieve its institutional and program objectives appropriate to all levels of study offered (e.g., undergraduate, graduate) and all delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education)?</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
</tr>
</tbody>
</table>
5. **Fiscal and Administrative Capacity (Standards 5, 6):** Does the institution have fiscal and administrative capacity appropriate to the scale of operations, including professional competence and budgetary planning that evidences fulfillment of institutional goals and financial stability? Yes/No

Rationale for this conclusion:

<table>
<thead>
<tr>
<th>6. <strong>Transfer of Credit (Standard 7b):</strong> Does the institution publicly disclose its criteria regarding the transfer of credit earned at another institution of higher education?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
</tr>
</tbody>
</table>

Rationale for this conclusion:

<table>
<thead>
<tr>
<th>7. <strong>Title IV Compliance (Standard 7c):</strong> If the institution participates in Title IV programs of the Higher Education Act, is the institution free from deficiencies in program responsibilities under Title IV or does the institution demonstrate timely response in addressing deficiencies (based on the most recent student loan default rate data, results of financial or compliance audits, program reviews, and communications from the U.S. Department of Education)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
</tr>
</tbody>
</table>

Rationale for this conclusion:

<table>
<thead>
<tr>
<th>8. <strong>Student Support Services (Standard 8):</strong> Does the institution have student support services appropriate to the student population served, program levels offered (e.g., undergraduate, graduate), and delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education), including appropriate academic advising, financial services, counseling, and confidential records systems?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
</tr>
</tbody>
</table>

Rationale for this conclusion:

<table>
<thead>
<tr>
<th>9. <strong>Record of Student Complaints (Standard 8):</strong> Does the institution maintain a record of formal student complaints, and is the institution free from a pattern of student complaints that brings into question the institution's fulfillment of ABHE Standards? (Complaints since the last ABHE comprehensive review should be examined.)</th>
</tr>
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<tbody>
<tr>
<td>Yes/No</td>
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</table>

Rationale for this conclusion:
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<table>
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<th></th>
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<tbody>
<tr>
<td><strong>10. Faculty (Standard 9a):</strong> Do faculty have the documented competence and appropriate knowledge and skills to provide effective instruction in the courses they teach?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
</tr>
<tr>
<td><strong>11. Curricula (Standard 11a):</strong> Are all curricular programs consistent with ABHE Standards, including appropriate rigor for the level of study offered (e.g., undergraduate, graduate) and consistent quality across all delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education)?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
</tr>
<tr>
<td><strong>12. Program Length and Program Objectives (Standard 11a, 11c):</strong> Are program requirements, length, and objectives published and consistent with the degrees and credentials offered, do degree and certificate requirements conform to commonly accepted higher education standards, and are students held to approved program requirements?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
</tr>
<tr>
<td><strong>13. Credit Hour Policies (Standard 11c):</strong> Is the institution's definition of a credit hour consistent with the ABHE definition of a credit hour, and does the institution's assignment of credit hours conforms to commonly accepted practice in higher education (sampling may be used to determine this)?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
</tr>
<tr>
<td><strong>14. Student Verification in Distance or Correspondence Courses (Standard 11d):</strong> If the institution offers distance or correspondence courses, does it have appropriate processes in place to verify that the student who registers for the course is the same student who participates in and completes the course or program and receives the academic credit (e.g., secure login/password, proctored examinations, or identification verification technologies), protects student privacy, and communicates accurately requirements and any additional costs related to verification of student identity at the time of registration or enrollment?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Rationale for this conclusion:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3.a

Evaluation Team Chair Guidelines

Please be familiar with the specific Institutional data enclosed with these guidelines. It is important that team evaluators be thoroughly familiar with all institutional documents. Before and during the visit, please refer to the resources made available through the ABHE Commission office, especially the current Evaluation Team Handbook and the ABHE COA Manual. Confirm team evaluator assignments prior to the visit and during the team orientation session. A Team Chair may modify specific assignments due to the nature of the visit or according to member expertise.

Please initiate contact with the Institution’s Chief Executive Officer to finalize visit details such as lodging and ground transportation. As a general rule, when making travel arrangements, it is best to have Team members arrive in the host location no later than 4:00 p.m. on the day prior to the Team Visit and have Team members plan a flight departure from the host location no earlier than 1:00 p.m. on the last day of the Team Visit. If more than 60 minutes travel time is required to get from the institution to the airport, the departure time may need adjusted. Please contact the team evaluators to coordinate travel plans.

Self-study documents will be accessible through the Commission on Accreditation portal. These documents should be destroyed and all digital copies of documents should be removed after the submission of the Final Report. Please leave all self-study materials with the institution at the conclusion of the visit.

The following materials should be promptly submitted within two weeks after the visit.

Team Report and Team Recommendation Form

- Submit within two (2) weeks of the conclusion of the Evaluation Team Visit
- Send the Team Report and Team Recommendation Form to the assigned Commission Staff Representative.

Team Report Format

- Use the Team Report Template (located in OneDrive, ABHE Resources folder)
- Documents compatible with Microsoft Word. Do not convert to PDF.

Report Procedures

- In preparing the Team Report and Team Recommendation form, the Team Chair should thoroughly consult and follow the instructions and procedures outlined in the Evaluation Team Handbook, and the Standards for Accreditation and policies outlined in the COA Manual.
- If you have questions or need guidance in interpreting and following procedures, please contact the Commission Staff Representative for assistance in advance of deadlines.
- Ensure that all team recommendations directly reference the Standards for Accreditation
• Ensure that all sections of the Regulatory Requirements Evaluation form have been completed.
• Ensure that team member names and areas of evaluation appear in the Team Report and in Team Recommendation Form.

Evaluator Worksheets

• Remind all team members to destroy all paper documents and remove all digital documents pertaining to the Institution at the end of the Team Visit. For Team Chairs, he or she should destroy all paper documents and remove all digital documents pertaining to the Institution after confirmation from the Commission Staff Representative that the report is complete and meets COA requirements.

Confidential Assessments

• Team Chairs should complete a confidential evaluator assessment (emailed) on each team member as an instrument that enables the Commission Staff to assess the overall performance of the team in the institutional setting.
• Team Chairs should remind each team member to complete a confidential team chair assessment (emailed).

Travel Expense Voucher

• Team Chairs should submit a completed Travel Expense Voucher PLEASE PRINT & ATTACH RECEIPTS within two (2) weeks after the conclusion of the Evaluation Team visit. All scanned receipts should be sent to the Commission Bookkeeper at ABHE (jane.king@abhe.org).
Appendix 3.b

Sample Team Chair Letter/Email to Evaluators

Date:

To:          Evaluator

From:      Team Chair

Subject:   Upcoming Evaluation Visit

It is a privilege to serve with you on the ABHE Commission on Accreditation visit to (institution) on (date). I would like for us to share a little about ourselves before we meet. Please fill out the Personal Data Form or provide a short professional biography and send it to everyone on the team ("reply all" works well for this purpose).

Please thoroughly read through the current Evaluation Team Handbook. Also, please examine the specific sections of the Standards and Essential Elements that pertain to your areas of responsibility. These are outlined for you in the Evaluation Team Handbook, the Evaluator Worksheet; and the policy and procedures in the current ABHE COA Manual.

Plan to arrive at (hotel) by (time, date). Reservations (have/have not) been made for you by the institution. If you are traveling by air, please contact (name of institution’s visit coordinator) and/or me concerning your transportation needs. Provide information to both the institution and me regarding your arrival/departure times, airline, and flight numbers. Our initial team meeting will begin at (time) at the hotel.

If you have any questions, please do not hesitate to contact me. My phone number is ____ - ____ - ____ and email is ______________________. The number of the cell phone I will have with me during travel is ____ - ____ - ____.

Thank you for participating on this team. Please join me in praying for travel safety and that the evaluation visit will be truly beneficial to the institution.

Sincerely,

Team Chair
Appendix 3.c

Sample Evaluator Data Form

Name: __________________________________________________________

Address: __________________________________________________________

Family Profile: __________________________________________________________

Education: __________________________________________________________

Institution: __________________________________________________________

Degree _________ Discipline ________________

Current Position: __________________________________________________________

Institution: __________________________________________________________

Professional Experience: (Administration, Teaching, Research, Writing, Consulting, etc.)
____________________________________________________________________________
____________________________________________________________________________

Prior ABHE Experience:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

If you have any food allergies, special dietary needs, or other health issues relevant to our visit, please describe them below:
____________________________________________________________________________
____________________________________________________________________________

If you have any mobility challenges that would affect your ability to navigate a campus (stairs, etc.) please explain below:
____________________________________________________________________________
____________________________________________________________________________

Number of Teams: _________

Area of Responsibility: __________________________________________________________

Service as a Chair? _________
Appendix 3.d

Checklist for Evaluation Team Visits
(for institutional use – provided to teams as reference)

As Soon as Roster is Received

____ Review the Team Roster to confirm that all information is correct and that to the best of your knowledge the assigned evaluators do not have a conflict of interest in evaluating your institution. Please notify the ABHE office immediately if a conflict of interest is identified.

____ If you have not already done so, appoint an individual at the institution to be the Visit Coordinator. This person is in charge of team visit arrangements. The Coordinator keeps the President and Team Chair informed of the team’s arrangements and serves as a logistics coordinator for the team. The Coordinator will need to be “on call” throughout the visit and should be accessible to team members by cell phone and email.

____ Provide airport information (name and three-letter code) and hotel information (name, address/location, phone) to team members as soon as possible. If hotel amenities or local restaurant information is available, that may be sent in advance or provided in a packet in the hotel room. If individual reservation numbers are assigned to each team member, it is advisable to forward that information to each person prior to the visit.

Eight to Twelve Weeks Before the Visit

____ Book hotel rooms and a meeting room at the hotel for the team. Quiet, separate rooms should be provided for each team member at a business-class hotel that is in a safe area near the college. If possible, the rooms should be in close proximity to each other. The hotel should offer food service or be adjacent to a restaurant for meals. The meeting room should offer a private location for confidential discussions, with a conference table and chairs sufficient for six or seven people. A printer or printer access (500+ pages) should also be available in or near the conference room. In-room Internet access should be available in the conference room and guest rooms at the hotel. The Visit Coordinator should consult with the Team Chair concerning evaluator arrival and departure times, transportation needs. All hotel bills should be directly assumed by the institution—evaluators should not be expected to pay for their own lodging and seek reimbursement.

If an observer will accompany your team, the observer is responsible for all of his or her expenses. As a courtesy, it would be helpful to coordinate hotel arrangements on behalf of the observer when reservations are made for the evaluators and staff representative.

____ Reserve a meeting and work room for the team at the institution, and reserve equipment and supplies for the room. The team room should be available for the evaluators’
exclusive use throughout the visit (preferably in the administration building). The room should be secure (locked), sound resistant, and furnished or supplied as follows:

- Internet access (Wi-Fi preferred)
- Computer and printer
- Shredder
- Campus phone and directory
- Calculator
- Supply of paper (500+ sheets), pens, pencils, highlighters
- 6-8 USB flash drives
- Sufficient table or desk space to spread out material and prepare reports
- Variety of snacks and beverages in or near the work room are appreciated.

___ Send an electronic copy of your five (5) Self-Study materials to coa@abhe.org:

1. Statistical Abstract
2. Assessment Plan
3. Compliance Document (with Regulatory Requirements Evaluation)
4. Planning Document
5. Exhibits (Appendices)

Name the five documents as follows:

2019.SS Institution Name (State) Statistical Abstract

This should be 5 files in Word or PDF format, plus Exhibits (Appendices) if necessary. If the file size exceeds 25 MB, please split the file into 25 MB segments.

If there are exhibits or appendices which are not included within the five main documents, they must be in one or two additional file of 25 MB or less, not individual files for each exhibit/appendix.

If the institution plans to use an online repository or document manager for supporting documentation, ABHE still needs to receive the narratives (analysis/discussion) for each of the self-study documents in electronic form. Instructions for accessing an online document manager, if used, should be included with the self-study materials, and the online document manager must be available to ABHE evaluators through the Commission review at the February Commission meeting.

The Self-Study or updated Self-Study must be received in the ABHE office no later than eight (8) weeks before the visit.

___ Arrange for local transportation. The institution is expected to provide local transportation for the team (airfare will be billed through ABHE and reimbursed by the institution). Generally, that means a driver and vehicle. If arranging a rental vehicle for team use is preferred, please consult with the Team Chair before the visit. Team members are not to drive rented vehicles without full insurance coverage (including medical) so as to avoid liability concerns. All bills for local transportation expenses should be directly assumed by the institution unless otherwise specified.
Arrange for technical support for the team. A tech support person should be available to assist team members who may have difficulty connecting to the network or printer. Check with the Team Chair to see if additional computer, printer, or projector access is needed.

**Four to Six Weeks Before the Visit**

Check with the Team Chair concerning general parameters for the visit. The Team Chair will advise about group interviews that may need to be scheduled in advance (faculty, student government, representatives of board of control). Some chairs prefer a get acquainted dinner between the team and administration the evening before the visit begins, others prefer to meet initially with the team alone over dinner, and travel schedules sometimes dictate these plans. The team will want to plan to have some meals in the college dining room and some at or near the team's place of lodging. Generally, the team will meet by themselves for meals and confidential dialogue the evening of the first and second full days of the visit. No evening activities should be planned for the team. The Team Chair will provide additional guidance on scheduling and preferences. The Team Chair should be provided a regional/campus map with lodging, dining, and meeting locations clearly marked.

Post notice of the evaluation visit on the institution’s website at least 30 days before the visit. See the Policy on Public Notification of Comprehensive Visit in the COA Manual (p. 118) for the required wording.

Arrange for a location and time for team members to meet with any members of the public who request an audience.

Ensure that students, staff, administrators, faculty and board members understands what is about to happen and how it will happen. Be sure the following is communicated:

- Campus life, atmosphere, and activity ought to be as normal and typical as possible during the team's visit.
- Evaluators may wish to meet separately and privately with the student council, the faculty, and representatives of the board of control. Others should not be present during these meetings. Groups should be encouraged to be candid in responding to evaluator questions.
- Team members will be interviewing most administrators and some full time faculty, staff, students, and board members. Schedules should be made as flexible as possible on the days of the visit.
- The team has much to review and investigate in a limited time. Unrelated conversations and distractions should be kept to a minimum. Some evaluators may observe chapel or other activities, but team members will not be able to participate in campus activities.
- Team members will want to visit a few classes and would appreciate that
  - no tests be scheduled during the visit
  - an empty chair be available near the door
  - no special reference be made to team members
One to Two Weeks Before the Visit

____ Contact the Team Chair to confirm arrival and departure times for all team members, and provide team members with contact information (cell phone) for the individual who will pick them up from the airport and where in the airport to meet that person.

____ Arrange for interviews as requested by the Team. The Team Chair will assemble a tentative schedule of group and individual interviews a week or two before the visit. Generally, the team decides who needs to be interviewed by whom, and the institution arranges a schedule to fulfill those wishes. It is understood that some juggling may be needed to make an interview schedule work, so feel free to consult with the Team Chair if there are unforeseen constraints.

____ Stock the team work room with the equipment, supplies, and refreshments noted above.

____ Make sure desired materials are placed in the team work room for use throughout the visit. Consult with the Team Chair to see which items may be needed in the team work room and which may be accessed in administrative offices. The following items should be available in the team work room:

- A directory of the materials available, indicating their locations, should be posted in the team's work room (e.g., official records, minutes, handbooks, etc.)
- An up-to-date organizational chart
- Class schedules for the current year and previous two years
- Program outlines and syllabi/course outlines for each course in the curriculum. Included should be the course title, description, objectives, content, materials, learning experiences, requirements, and bibliography
- Academic catalogs, publicity materials, institutional periodicals, promotional brochures
- Policy manuals, such as handbooks for board, faculty, staff, students, library, student ministries, Student Council Constitution, and Alumni Constitution
- Audited financial statements for the last three fiscal years
- Budgets (revenue and expense) for the last three fiscal years
- Registrar reports (enrollment data) for the last three academic years
- Enrollment plan and projections
- Faculty rosters for the past three years showing all courses taught by each faculty member and faculty qualifications for teaching those courses

During the Visit

____ An initial meeting between evaluators and senior institutional administrators should be planned to confirm individual and group appointments, materials to be gathered for review, and any other logistics. Consult with the Team Chair to see if the initial meeting should be on the morning of the first day of the visit or over an informal evening meal the night before the campus visit begins. Class schedules, campus maps, and name tags should be available at this initial meeting or in information packets provided in evaluator hotel rooms upon arrival.
____ Arrange for a campus tour for evaluators who wish to have one.

____ If requested by the Team Chair, arrange for faculty, staff, and students to wear name tags.

____ Arrange for “gofers” to be on call to secure any additional materials the team may need or to escort team members to interviews if locations may not be easy to find.

____ Coordinate groups for interviews so that groups are assembled and ready to meet with team members and evaluator time is not wasted while gathering people.

____ Check with the team regularly to see if there are adjustments needed to the schedule.

____ Arrange for airport transportation immediately following the exit interview on the final day of the visit (typically 10:30-11:00 am)

**After the Visit**

____ The ABHE Commission Office will send the Evaluation Visit Report (EVR) to the President and Accreditation Liaison by email approximately 30 days after the visit. Please be sure that email addresses in the Annual Report are current.

____ Send a copy of the report to the Chair of the Board of Control.

____ Begin preparing a written Response to the Visit Report (RVR) addressing the Evaluation Team’s Recommendations. Do not address Team Suggestions in the Response, only Recommendations. The Response should not exceed 25 pages, not counting appendices or exhibits (typically 1-2 pages per recommendation). See the Self-Study Guide for information on developing the Response report.

____ Submit the Response to the Visit Report as a single-file document (Word or PDF format) to coa@abhe.org no later than six (6) weeks after the team report is received if you have a fall visit, or no later than September 15 if you have a spring visit. If the file size exceeds 25 MB, please split the file into 25 MB segments. **Do not send exhibits or appendices as individual files.**

____ For institutions being considered for initial candidacy or accreditation, the president and normally no more than two additional representatives, one of which may be a member of the board, will be expected to appear before the Commission at its February meeting to provide additional information and respond to questions. Institutions being considered for reaffirmation are not required to send representatives, but may request to do so by notifying the Commission office at least 60 days before the meeting.

**Other Logistics to Note**

✓ ABHE will invoice the institution in advance for the Evaluation Team Visit Fee. Travel expenses for evaluators will be submitted to ABHE, and ABHE will invoice the institution for those expenses after the visit. Evaluators do not submit receipts directly to the institution for reimbursement.
Where feasible, the institution should assume payment of all local meals. Direct billing (hotel restaurant) or a pre-paid Visa/MasterCard for team use are good alternatives. Consult with the Team Chair for preferred arrangements.

Evaluators are from peer institutions and graciously serve as volunteers without compensation or honorarium. An institution is at liberty to show appreciation through comfortable hospitality, but appreciation cannot be in the form of money or expensive gifts. A “goodie bag” of snacks and beverages in the hotel room to make the stay pleasant is quite appropriate. Institutions may give team members an appreciation memento of the trip (e.g., portfolio, shirt, book, coffee cup, etc.); however, the fair market value of such gifts should not exceed $50.

**Typical Evaluation Team Visit Schedule**

Consult with the Team Chair for the schedule for your visit. Chairs are at liberty to modify the schedule to fit the needs of the particular team and institution. The following is only a typical schedule.

<table>
<thead>
<tr>
<th>Tues-Thurs Visit</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Team arrives, dinner at hotel or nearby (with college administrators?), team orientation (team only)</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Team arrives on campus in morning, orientation to work room, finalize interview schedule, begin interviews, review documents and files</td>
</tr>
<tr>
<td><strong>Tuesday evening</strong></td>
<td>Team group dinner on own, executive session to review initial findings, plan adjustments for 2nd day of visit, writing in rooms</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Follow-up interviews, review of documents and files, writing in work room</td>
</tr>
<tr>
<td><strong>Wednesday evening</strong></td>
<td>Team group dinner on own, executive session to review findings, formulate initial commendations, suggestions, recommendations, writing in rooms</td>
</tr>
<tr>
<td><strong>Thursday morning</strong></td>
<td>Team travels to campus, final executive session in work room, Team Chair meets with President, Team meets with administration for exit interview, team departs for airport</td>
</tr>
</tbody>
</table>
Appendix 4.a

Evaluator Guidelines

Please be familiar with the specific Institutional data enclosed with these guidelines and be thoroughly familiar with all institutional documents. Before and during the visit, please refer to the resources made available through the ABHE Commission office, especially the current Evaluation Team Handbook and the ABHE COA Manual. These resources review the nature and purpose for evaluation visits and discuss how they fit into the overall process of accreditation. Please confirm your specific assignment with your team chair prior to the visit and upon arrival during the team orientation session. Note that your team chair may modify your assignment due to the nature of the visit or according to your expertise.

Please initiate contact with the team chair to finalize details regarding lodging, transportation, arrival and departure times. As a general rule, when making travel arrangements, it is best to have Team members arrive in the host location no later than 4:00 p.m. on the day prior to the Team Visit and have Team members plan a departure from the host location no earlier than 1:00 p.m. on the last day of the Team Visit, unless your Team Chair instructs otherwise.

Self-study documents will be accessible through the Commission on Accreditation portal. These documents should be destroyed and all digital copies of documents should be removed after the submission of the Final Report. Please leave all self-study materials with the institution at the conclusion of the visit.

Team Report

- The Team chair will submit the entire report within two (2) weeks of the conclusion of the evaluation. Please be prompt in your responses to the chair as it pertains to the final stages of editing the report.

Report Procedures

- In preparing the Team Report and Team Recommendation form, the Team Chair should thoroughly consult and follow the instructions and procedures outlined in the Evaluation Team Handbook, and the ABHE Standards and the policies outlined in the COA Manual.
- If you have questions or need guidance in interpreting and following procedures, please contact the Team Chair for assistance in advance of deadlines.
- Ensure that all chosen recommendations directly reference the Standards and, as appropriate, the Essential Elements.
- Ensure that all sections of the Regulatory Requirements Evaluation applicable to your area of responsibility have been completed.
- Ensure that the list of documents reviewed and individuals/groups (by title only) interviewed has been completed.
Evaluator Worksheets

- Destroy all paper documents and remove all digital documents pertaining to the Institution at the end of the Team Visit.

Confidential Assessments

- Complete your ABHE Confidential Assessment of the team chair (emailed).

Travel Expense Voucher

- Submit a completed Travel Expense Voucher within two (2) weeks after the conclusion of the Evaluation Team visit, located in OneDrive ABHE Resources folder. All scanned receipts should be sent to the Commission Bookkeeper at ABHE (jane.king@abhe.org).
Appendix 4.b

Decalogue for the Accreditation Team

By Hector Lee
Professor Emeritus, Sonoma State University

1. **Don't Snitch.** A team member often learns private matters about an institution that an outsider has no business knowing; he is privy to "classified" information. Don't "tell tales" or talk about the weaknesses of an institution after the visit.

2. **Don't Steal Apples.** A team member often discovers promising personnel that he would like to recruit for his own institution. Don't take advantage of the opportunity afforded by your position on the team to lure good teachers away from the institution you are visiting.

3. **Don't Be on the Take.** A team member is often tempted to accept small favors, services, or gifts from the institution being visited. Don't accept, or even suggest, that you would like to have a sample of wares of an institution's book it published, a product produced, or a service performed by the institution visited.

4. **Don't Be a Candidate.** A team member might see an opportunity to suggest himself for a consultantship, a temporary job, or a permanent position with the institution he is visiting. Don't apply or suggest your availability until after your report has been filed.

5. **Don't Be a Nit-Picker.** A team member often sees small problems that can be solved by attention to minor details. Don't use the accreditation report as a means for affecting minor reforms.

6. **Don't Shoot Small Game with a Big Gun.** A team member often finds that a small, weak, or marginal institution is completely at his mercy. Don't be sadistic or use the power of accreditation to deal heavily with or injure an institution that may need help more than punishment.

7. **Don't Be a Bleeding Heart.** A team member with "do-good" impulses may be blinded by good intentions and try to play the role of savior for an institution that may not deserve to be saved. Don't compound weakness by sentimental generosity in the hope that a school's problems will go away if ignored or treated with unwarranted optimism.

8. **Don't Push Dope.** A team member often sees an opportunity to recommend his own personal theories, philosophies, or techniques as the solution to an institution's problems. Don't force an institution to adopt measures that are likely to be altered or reversed by a subsequent team.

9. **Don't Shoot Poison Darts.** A team member may be tempted to "tip off" the administration to suspected treachery or to warn one faction on a campus of hidden enemies. Don't poison the minds of the staff or reveal suspicions to the administration; there are more wholesome ways to alert an administration to hidden tensions.

10. **Don't Worship Sacred Cows.** A team member in awe of a large and powerful institution may be reluctant to criticize an obvious problem in some department. Don't overlook weakness because the institution has a great reputation.
Observer Guidelines

Occasionally, observers from provincial or state agencies, recognizing bodies, denominational organizations, sister accrediting bodies, or member colleges seek to accompany evaluation teams. With the permission of the host institution, team chair, and COA Director or Associate Director, a representative of an institution preparing to host a team visit or other entity may accompany an evaluation team as an observer. Observers are responsible for payment of their own travel, lodging, and meal expenses.

Purpose

Observers are permitted under the following circumstances:

• To evaluate the effectiveness of ABHE’s team visit process by a regulatory agency.
• To provide opportunity to external agencies and organizations to become acquainted with ABHE’s accrediting process.
• To provide training opportunities for potential evaluators and team chairs.
• To facilitate preparations for institutional self-study and team visit for institutions soon to host their own evaluation visit.

Conditions

Permission for observers may be granted subject to the following conditions:

• Approval of the COA Director/Associate Director, the host institution, and the team chair.
• Expenses in connection with the observation visit will be borne entirely by the observer or the observer’s institution/agency.
• The number of added observers does not negatively influence the function of the evaluation team (usually no more than one observer per team).
• Institutions cannot decline observers from state/province or regulatory agencies.

Guidelines

Observer participation will conform to the following guidelines:

• Observers will be permitted to participate in all evaluation team meetings, except where the team chair declares an exception due to confidentiality.
• Observers must agree to conduct themselves as observers of—not participants in—evaluation team reviews and deliberations.
• Observers will be granted the same access as evaluation team members to evaluation team training and orientation materials, institutional self-study materials, and other relevant institutional documents.
• Observers must agree not to interfere in any way with evaluation team members in conducting their reviews and exercising their assessment responsibilities.
• Observers must agree to, and sign, a confidentiality agreement, concerning all written materials, interviews of institutional personnel, and review of institutional records and self-study documents according to the provisions of ABHE’s Statement on Confidentiality and Public Disclosure (see Confidentiality Agreement).
**Procedure**

To observe an evaluation visit, the following procedures should be followed:

- The individual should submit a written request to the Commission Office at coa@abhe.org, indicating a desire to serve as an observer, and affirming a commitment to abide by the provisions and limitations of the above conditions, including the responsibility to bear all observer expenses. Representatives of recognizing bodies must present evidence confirming their status with the recognizing agency.
- Upon receipt of a satisfactory request, the COA Director or Associate Director will secure agreement from the Chief Executive Officer of the institution to be visited.
- The COA Director or Associate Director will secure agreement from the evaluation team chair to accommodate an observer on the evaluation team visit.
- The COA Director or Associate Director will notify the Chief Executive Officer of the host institution, and the evaluation team chair of the agreement of all parties to include an evaluation team visit observer.
- The observer will sign and submit the Confidentiality Agreement, and it will be placed on file in the Commission Office.
- The team chair and host institution will include the observer in all pre-visit communication and arrangements.
Confidentiality Agreement
For Observers Accompanying
Evaluation Teams

All materials, discussions, activities, and decisions relative to all phases of the accreditation review process must remain confidential. Institutional documents are the property of the institution being evaluated and may not be retained, copied, modified, or used for any commercial, non-profit, or personal purposes without the written permission of the document owner.

All evaluation materials used in the review must be destroyed in a secure manner (shredded) at the conclusion of the evaluation visit. Observers may not keep personal copies of institutional review materials. Observers may not share observations that would reveal the comments or conclusions of the evaluation team concerning the institution reviewed, or information provided by the institution that would not be publically accessible. All elements of ABHE’s accreditation process are to be treated in a professional and confidential manner.

As an Observer accompanying an ABHE Evaluation Visit Team, I understand and agree to the terms of this Confidentiality Agreement.

Institution Being Visited (and State/Province)  Dates of Team Visit
Observer’s Printed Name  Observer’s Signature  Date
Travel Expense Voucher 2019

Complete and return with receipts to sarah.starks@abhe.org within 2 weeks of the visit.

**Name:**
**Date:**
**Institution being Evaluated:**
**Dates of Evaluation Visit:**

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**All amounts must be in U.S. Dollars.**

**Reimbursement should not exceed airfare quote**

**2019 Mileage Rate**

$0.58

**Please make check payable to:**

**Address:**

**Signature:**

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The Association for Biblical Higher Education
Commission on Accreditation

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**SAMPLE**
Appendix 7

Range of Evaluation Team Recommendations

Evaluation Teams make observations and recommendations to the Commission on Accreditation concerning the institution’s fulfillment of the ABHE Standards for Accreditation. The institution has opportunity to provide additional information, clarification, or steps taken to improve fulfillment of the Standards prior to the Commission’s decision. Only the Commission on Accreditation is empowered to make judgments with regard to compliance/non-compliance with the Standards and/or decisions concerning changes in accreditation status. Evaluation Teams recommend action to the Commission and may include suggestions for follow-up reporting or focused visits. The Team’s recommendation should be patterned after the range of customary recommendations below.

For all recommendations that have concerns or deficiencies, list the relevant Standard and Essential Element and the specific deficiency.

Recommendations to defer candidate status or initial accreditation are not applicable if the institution will be five years from the granting of their current status when the Commission makes its decision.

Institutional Accreditation

1. Evaluation visit for candidate status
   a. Recommend that the Commission grant candidate status to [institution].
   b. Recommend that the Commission grant candidate status to [institution] with concern for the following:
   c. Recommend that the Commission grant candidate status to [institution] and require a progress report within [one year OR two years] addressing the following concerns:
   d. Recommend that the Commission grant candidate status to [institution] and require a focused team visit within one year to examine progress in addressing the following concerns:
   e. Recommend that the Commission defer action on candidate status for [institution] pending receipt of …
   f. Recommend that the Commission defer action on candidate status for [institution] for one year and require a special progress report before reconsideration addressing the following concerns:
   g. Recommend that the Commission defer action on candidate status for [institution] for one year and require a focused team visit before reconsideration examining the following concerns:
   h. Recommend that the Commission deny candidate status to [institution] in light of the institution’s failure to demonstrate satisfaction of the following Standards:

2. Evaluation visit for initial accreditation
   a. Recommend that the Commission grant initial accreditation to [institution].
   b. Recommend that the Commission grant initial accreditation to [institution] with concern for the following:
c. Recommend that the Commission grant initial accreditation to [institution] and require a progress report within [one year OR two years] addressing the following concerns:
d. Recommend that the Commission grant initial accreditation to [institution] and require a focused team visit within one year to examine progress in addressing the following concerns:
e. Recommend that the Commission defer action on initial accreditation for [institution] pending receipt of …
f. Recommend that the Commission defer action on initial accreditation for [institution] for one year and require a special progress report before reconsideration addressing the following concerns:
g. Recommend that the Commission defer action on initial accreditation for [institution] for one year and require a focused team visit before reconsideration examining the following concerns:
h. Recommend that the Commission deny initial accreditation to [institution] in light of the institution’s failure to demonstrate satisfaction of the following Standards:

3. Evaluation visit for reaffirmation of accreditation
a. Recommend that the Commission grant reaffirmation of accreditation to [institution].
b. Recommend that the Commission grant reaffirmation of accreditation to [institution] with concern for the following:
c. Recommend that the Commission grant reaffirmation of accreditation to [institution] and require a progress report within [one year OR two years] addressing the following concerns:
d. Recommend that the Commission grant reaffirmation of accreditation to [institution] and require a focused team visit within one year to examine progress in addressing the following concerns:
e. Recommend that the Commission continue the accreditation of [institution] and defer action on reaffirmation of accreditation pending receipt of …
f. Recommend that the Commission continue the accreditation of [institution], place the institution on warning for one year, and require a [special progress report OR focused team visit] addressing the following concerns:
g. Recommend that the Commission continue the accreditation of [institution], place institution on probation for one year, and require a focused team visit in light of the institution’s failure to demonstrate satisfaction of the following Standards:
h. Recommend that the Commission order that [institution] show cause why its accreditation be continued in light of the institution’s failure to demonstrate satisfaction of the following Standards:
i. Recommend that the Commission withdraw the accreditation of [institution] in light of the institution’s failure to demonstrate satisfaction of the following Standards:

4. Focused visits (substantive change, special review)
a. Recommend that the Commission approve the progress observed at [institution].
b. Recommend that the Commission approve the progress observed at [institution] and require a special progress report within [one year OR two years] addressing the following concerns:
c. Recommend that the Commission disapprove the progress observed at [institution] and require a [special progress report OR subsequent focused team visit] within one year to examine progress in addressing the following concerns:
d. Recommend that the Commission continue the accreditation of [institution], place the institution on warning for one year, and require a [special progress report OR subsequent focused team visit] addressing the following concerns:

e. Recommend that the Commission continue the accreditation of [institution], place the institution on probation for one year, and require a focused team visit in light of the institution’s failure to demonstrate satisfaction of the following Standards:

f. Recommend that the Commission order that [institution] show cause why its accreditation be continued in light of the institution’s failure to demonstrate satisfaction of the following Standards:

g. Recommend that the Commission withdraw the accreditation of [institution] in light of the institution’s failure to demonstrate satisfaction of the following Standards:

5. Focused visits (financial exigency)

a. Recommend that the Commission approve the progress observed at [institution].

b. Recommend that the Commission approve the progress observed at [institution] and require a special progress report, including a financial recovery plan, within [one year OR two years] addressing the following concerns:

c. Recommend that the Commission disapprove the progress observed at [institution] and require a [special progress report with a financial recovery plan OR subsequent focused team visit] within one year to examine progress in addressing the following concerns:

d. Recommend that the Commission continue the accreditation of [institution], place the institution on warning for one year, and require a [special progress report OR subsequent focused team visit] addressing the following concerns:

e. Recommend that the Commission continue the accreditation of [institution], place the institution on probation for one year, and require a focused team visit in light of the institution’s failure to demonstrate satisfaction of the following Standards:

f. Recommend that the Commission order that [institution] show cause why its accreditation be continued in light of the institution’s failure to demonstrate satisfaction of the following Standards:

g. Recommend that the Commission withdraw the accreditation of [institution] in light of the institution’s failure to demonstrate satisfaction of the following Standards:

Programmatic Accreditation

1. Evaluation visit for initial programmatic accreditation

a. Recommend that the Commission grant programmatic accreditation to the following program(s) of [institution]:

b. Recommend that the Commission grant programmatic accreditation to the program(s) of [institution] listed below with concern for the following:
List of affected programs:

c. Recommend that the Commission grant programmatic accreditation to the program(s) of [institution] listed below, and require a progress report within [one year OR two years] addressing the following concerns:
List of affected programs:

d. Recommend that the Commission grant programmatic accreditation to the program(s) of [institution] listed below, and require a focused team visit within one year to examine progress in addressing the following concerns:
List of affected programs:
e. Recommend that the Commission defer action on programmatic accreditation for the program(s) of [institution] listed below, pending receipt of …
   List of affected programs:

f. Recommend that the Commission defer action for one year on programmatic accreditation for the program(s) of [institution] listed below and require a special progress report before reconsideration addressing the following concerns:
   List of affected programs:

g. Recommend that the Commission defer action for one year on programmatic accreditation for the program(s) of [institution] listed below and require a focused team visit before reconsideration examining the following concerns:
   List of affected programs:

h. Recommend that the Commission deny programmatic accreditation to the program(s) of [institution] listed below in light of the institution’s failure to demonstrate satisfaction of the following Standards:
   List of affected programs:

2. Evaluation visit for reaffirmation of accreditation

   a. Recommend that the Commission grant reaffirmation of programmatic accreditation to the following program(s) of [institution]:

   b. Recommend that the Commission grant reaffirmation of programmatic accreditation to program(s) of [institution] listed below with concern for the following:
   List of affected programs:

   c. Recommend that the Commission grant reaffirmation of programmatic accreditation to program(s) of [institution] listed below and require a progress report within [one year OR two years] addressing the following concerns:
   List of affected programs:

   d. Recommend that the Commission grant reaffirmation of programmatic accreditation to the program(s) of [institution] listed below and require a focused team visit within one year to examine progress in addressing the following concerns:
   List of affected programs:

   e. Recommend that the Commission continue the programmatic accreditation of the program(s) of [institution] listed below and defer action on reaffirmation of accreditation pending receipt of …
   List of affected programs:

   f. Recommend that the Commission continue the programmatic accreditation of the program(s) of [institution] listed below, place the program(s) on warning for one year, and require a [special progress report OR focused team visit] addressing the following concerns:
   List of affected programs:

   g. Recommend that the Commission continue the programmatic accreditation of the program(s) of [institution] listed below, place the program(s) on probation for one year, and require a focused team visit in light of the institution’s failure to demonstrate satisfaction of the following Standards:
   List of affected programs:

   h. Recommend that the Commission order that [institution] show cause why the programmatic accreditation of the program(s) listed below be continued in light of the institution’s failure to demonstrate satisfaction of the following Standards:
   List of affected programs:
i. Recommend that the Commission **withdraw** the programmatic accreditation of the program(s) of [institution] listed below in light of the institution’s failure to demonstrate satisfaction of the following Standards:
   List of affected programs:

3. **Focused visits**

   a. Recommend that the Commission approve the progress observed for the program(s) at [institution] listed below.
      List of affected programs:

   b. Recommend that the Commission approve the progress observed for the program(s) at [institution] listed below and require a special progress report within [one year OR two years] addressing the following concerns:
      List of affected programs:

   c. Recommend that the Commission disapprove the progress observed for program(s) at [institution] listed below and require a [special progress report OR subsequent focused team visit] within one year to examine progress in addressing the following concerns:
      List of affected programs:

   d. Recommend that the Commission continue the programmatic accreditation of the program(s) at [institution] listed below, place the program(s) on **warning** for one year, and require a [special progress report OR subsequent focused team visit] addressing the following concerns:
      List of affected programs:

   e. Recommend that the Commission continue the programmatic accreditation of the program(s) of [institution] listed below, place the institution on **probation** for one year, and require a focused team visit in light of the institution’s failure to demonstrate satisfaction of the following Standards:
      List of affected programs:

   f. Recommend that the Commission order that [institution] **show cause why the programmatic accreditation of the program(s) listed below be continued** in light of the institution’s failure to demonstrate satisfaction of the following Standards:
      List of affected programs:

   g. Recommend that the Commission **withdraw** the programmatic accreditation of the program(s) of [institution] listed below in light of the institution’s failure to demonstrate satisfaction of the following Standards:
      List of affected programs: