

PROPOSED CHANGES TO STANDARDS 1-2
For Consideration by the COA Delegate Assembly
On February 14, 2020
Rosen Plaza Hotel, Grand Ballroom C/D

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

Institutional Accreditation Standards

STANDARD 1
MISSION, GOALS, AND OBJECTIVES

~~The institution's written mission is clear and appropriate to higher education as well as its own specific educational role. The mission statement serves as the foundation for institutional operations, programs, and activities.~~ The institution has a written mission statement that is clear and appropriate to biblical higher education supported by clearly defined institutional goals and student learning objectives.

ESSENTIAL ELEMENTS

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

1. A clearly written mission statement appropriate to biblical higher education.
2. Evidence that the mission statement is developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board. [Previously part of EE 1]
3. Evidence that the A mission statement ~~that~~ guides faculty, staff, administration, and the governing boards in making decisions related to planning, resource allocation, and program development, ~~and educational outcomes.~~
4. Clearly articulated ~~and publicized~~ institutional goals that directly relate to the mission statement.
5. Clearly articulated ~~and publicized~~ student learning objectives for each educational program that support ~~institutional goals~~ fulfillment of the mission statement.
- 2 6. ~~A mission statement that is published widely among both internal and external constituencies.~~ The mission statement, institutional goals, and student learning objectives are easily located on the institution's website and in its catalog(s).

STANDARD 2
STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS,
ASSESSMENT AND PLANNING

Standards 2a and 2b combined into one Standard.

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, ~~goals and program objectives~~ fulfill goals and objectives, and improve ~~performance institutional effectiveness~~ through ~~a regular, comprehensive, and sustainable~~ an ongoing system of assessment and planning. ~~Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student's knowledge, skills and competencies against institutional and programmatic goals.~~

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

ESSENTIAL ELEMENTS

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

- ~~1. The identification of appropriate integrated student outcomes in the context of institutional goals, program-specific objectives and course objectives.~~
- ~~2. A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.~~
1. A written, comprehensive assessment plan that describes what data (qualitative and/or quantitative) the institution gathers to demonstrate fulfillment of institutional goals and student learning objectives and how and when data are gathered in an ongoing and structured way.
2. Clearly defined and measurable student learning outcomes that support mission fulfillment accompanied by metrics or other means that effectively assess whether or not the institution is achieving its stated objectives.
- 4 3. **Criteria** Student learning outcomes appropriate to the higher education credential to be awarded ~~for evaluating success with respect to student achievement and to the level of education~~ (certificate, associate, baccalaureate, master's, and/or doctoral study).
- 3 4. ~~A written plan of ongoing outcomes assessment that articulates~~ Use of multiple means to validate ~~expected~~ student learning outcomes. ~~and that is subjected to a periodic review process.~~
- ~~5. Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program-specific objectives and course objectives.~~
5. Ongoing assessment of operations and services to evaluate the extent to which

these functions are effective in supporting mission fulfillment and improving institutional effectiveness.

6. ~~A process whereby these outcome measurements lead to the improvement of teaching and learning.~~ Meaningful analysis of assessment data and use of results by appropriate constituencies in a clearly documented, ongoing planning process for the purpose of improvement in teaching, learning, and institutional effectiveness.
7. A written, comprehensive institutional improvement plan based on assessment results and aligned with realistic resource projections.
- 7 8. The ongoing provision of reliable information to the public regarding institutional performance and student achievement, including graduation rates and employment rates for graduates of professional programs. Such outcomes data must be available via the institution's website through an easily identified link on the homepage.

~~2b. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS AND PLANNING~~

~~ESSENTIAL ELEMENTS~~

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

- ~~1. A written comprehensive assessment document that describes how the institution measures its effectiveness in an ongoing and structured way.~~ Incorporated into Std. 2, EE 1.
- ~~2. Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.~~ Incorporated into Std. 2, EE 6.
- ~~3. Substantial documentation issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.~~ Incorporated into Std. 2, EE 2.
- ~~4. A planning process that is comprehensive, involves representatives of the various institutional constituencies, and is subject to a periodic review process.~~ Incorporated into Std. 2, EE 6.
- ~~5. A plan that reflects the institution's mission, is based on assessment results, and is aligned with realistic resources projections.~~ Moved to Std. 2, EE 7.
- ~~6. A system for monitoring institutional progress in achieving planning goals.~~
- ~~7. The ongoing provision of reliable information to the public regarding its performance.~~ Incorporated into Std. 2, EE 8.

Programmatic Accreditation Standards

Standard 1

PROGRAM OBJECTIVES

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

ESSENTIAL ELEMENTS

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

1. Clearly articulated ~~and publicized~~ student learning objectives for each educational program that support fulfillment of the institutional mission **statement and goals**.
2. Objectives that are easily located on the institution's website and in its catalog(s).

Standard 2

ASSESSMENT ~~OF STUDENT LEARNING~~ AND PLANNING

The program demonstrates that it is **accomplishing fulfilling** and can continue to **accomplish fulfill** its objectives and improve **performance effectiveness** through **a regular, comprehensive, and sustainable an ongoing** system of assessment and planning. ~~Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student's knowledge, skills, and competencies against institutional goals and programmatic objectives.~~

ESSENTIAL ELEMENTS

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

- ~~1. The identification of appropriate integrated student outcomes in the context of institutional goals, program objectives and course objectives.~~
- ~~2. A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.~~
1. A written, comprehensive assessment plan that describes what data (qualitative and/or quantitative) the program gathers to demonstrate fulfillment of student learning objectives and how and when data are gathered in an ongoing and structured way.

2. Clearly defined and measurable student learning outcomes that support mission fulfillment accompanied by metrics or other means that effectively assess whether or not the program is achieving its stated objectives.
- 4 3. ~~Criteria~~ Student learning outcomes appropriate to the higher education credential to be awarded ~~for evaluating success with respect to student achievement and to the level of education~~ (certificate, associate, baccalaureate, master's, and/or doctoral study).
- 3 4. ~~A written plan of ongoing outcomes assessment that articulates~~ Use of multiple means to validate ~~expected~~ student learning outcomes. ~~and that is subjected to a periodic review process.~~
5. ~~Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program-specific objectives, and course objectives.~~
- 6 5. ~~A process whereby these outcome measurements lead to the improvement of teaching and learning.~~ Meaningful analysis of assessment data and use of results by appropriate constituencies in a clearly documented ongoing planning process for the purpose of improvement in teaching, learning, and program effectiveness.
- 7 6. ~~A planning process for the improvement of the program's objectives and services.~~ A written, comprehensive program improvement plan based on assessment results and aligned with realistic resource projections.
8. ~~A system for monitoring program progress in achieving planning goals.~~
- 9 7. The ongoing provision of reliable information to the public regarding program performance and student achievement, including graduation rates and employment rates for graduates of professional programs. Such outcomes data must be available through an easily identified link on the institution's website and disaggregated by program.

CLEAN COPY WITH CHANGES

Institutional Accreditation Standards

STANDARD 1 MISSION, GOALS, AND OBJECTIVES

The institution has a written mission statement that is clear and appropriate to biblical higher education supported by clearly defined institutional goals and student learning objectives.

ESSENTIAL ELEMENTS

1. A clearly written mission statement appropriate to biblical higher education.
2. Evidence that the mission statement is developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board.
3. Evidence that the mission statement guides faculty, staff, administration, and the governing board in making decisions related to planning, resource allocation, and program development.
4. Clearly articulated institutional goals that directly relate to the mission statement.
5. Clearly articulated student learning objectives for each educational program that support fulfillment of the mission statement.
6. The mission statement, institutional goals, and student learning objectives are easily located on the institution's website and in its catalog(s).

STANDARD 2 ASSESSMENT AND PLANNING

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, fulfill goals and objectives, and improve institutional effectiveness through an ongoing system of assessment and planning.

ESSENTIAL ELEMENTS

1. A written, comprehensive assessment plan that describes what data (qualitative and/or quantitative) the institution gathers to demonstrate fulfillment of institutional goals and student learning objectives and how and when data are gathered in an ongoing and structured way.
2. Clearly defined and measurable student learning outcomes that support mission fulfillment accompanied by metrics or other means that effectively assess whether or not the institution is achieving its stated objectives.

3. Student learning outcomes appropriate to the higher education credential to be awarded (certificate, associate, baccalaureate, master's, and/or doctoral study).
4. Use of multiple means to validate student learning outcomes.
5. Ongoing assessment of operations and services to evaluate the extent to which these functions are effective in supporting mission fulfillment and improving institutional effectiveness.
6. Meaningful analysis of assessment data and use of results by appropriate constituencies in a clearly documented, ongoing planning process for the purpose of improvement in teaching, learning, and institutional effectiveness.
7. A written, comprehensive institutional improvement plan based on assessment results and aligned with realistic resource projections.
8. The ongoing provision of reliable information to the public regarding institutional performance and student achievement, including graduation rates and employment rates for graduates of professional programs. Such outcomes data must be available via the institution's website through an easily identified link on the homepage.

Programmatic Accreditation Standards

Standard 1

PROGRAM OBJECTIVES

The program has specified objectives that reflect the institutional mission and lead to the development of students for church-related ministries.

ESSENTIAL ELEMENTS

1. Clearly articulated student learning objectives for each educational program that support fulfillment of the institutional mission statement.
2. Objectives that are easily located on the institution's website and in its catalog(s).

Standard 2

ASSESSMENT AND PLANNING

The program demonstrates that it is fulfilling and can continue to fulfill its objectives and improve effectiveness through an ongoing system of assessment and planning.

ESSENTIAL ELEMENTS

1. A written, comprehensive assessment plan that describes what data (qualitative and/or quantitative) the program gathers to demonstrate fulfillment of student learning objectives and how and when data are gathered in an ongoing and structured way.
2. Clearly defined and measurable student learning outcomes that support mission fulfillment accompanied by metrics or other means that effectively assess whether or not the program is achieving its stated objectives.
3. Student learning outcomes appropriate to the higher education credential to be awarded (certificate, associate, baccalaureate, master's, and/or doctoral study).
4. Use of multiple means to validate student learning outcomes.
5. Meaningful analysis of assessment data and use of results by appropriate constituencies in a clearly documented, ongoing planning process for the purpose of improvement in teaching, learning, and program effectiveness.
6. A written, comprehensive program improvement plan based on assessment results and aligned with realistic resource projections.
7. The ongoing provision of reliable information to the public regarding program performance and student achievement, including graduation rates and employment rates for graduates of professional programs. Such outcomes data must be available through an easily identified link on the institution's website and disaggregated by program.