

Institutional Accreditation Standards

Proposed changes separate the current EE 2 into EE 2 (operational effectiveness) and EE 3 (student achievement) and clarify requirements relating to operational effectiveness and stakeholder input.

STANDARD 2 INSTITUTIONAL PLANNING AND ASSESSMENT

The institution's system of ongoing institutional planning and assessment demonstrates that it accomplishes and can continue to accomplish its mission and provides opportunities for systematic institutional and program improvement.

ESSENTIAL ELEMENTS

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

1. A written, comprehensive assessment plan that describes the systematic and ongoing collection of evidence demonstrating the effectiveness of the institution's operations and services and the fulfillment of student learning outcomes at institutional and program levels.
~~The assessment plan explains how and when data are gathered in an ongoing and structured way.~~
2. Clearly defined and measurable outcomes for ~~operational units~~ operational effectiveness, support services, and academic programs, ~~(including general education and Bible/theology components of undergraduate degree programs)~~ that align with institutional mission.
- ~~2.3.~~ Clearly defined and measurable Student learning outcomes, including those related to the general education and Bible/theology cores for undergraduate degree programs, are appropriate to the credential awarded and ~~are~~ accompanied by multiple measures that effectively assess the extent to which students are achieving the program's stated outcomes.
- ~~3.4.~~ Implementation of the assessment plan for ~~operational units~~ operational effectiveness, support services, and academic programs evidenced by documented analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement and planning.
- ~~4.5.~~ Outcomes data, disaggregated in missionally relevant ways, and used to demonstrate a commitment to the success of all students in attaining intended learning outcomes.
- ~~5.6.~~ The ongoing provision of reliable and current information to the public, including graduation and retention rates, employment rates for professional programs, and licensure pass rates for programs where licensure is expected. Required outcomes data are available via the institution's website through an easily identified link on the homepage.
- ~~6.7.~~ Written institutional improvement plans describing future objectives ~~developed with broad representation from all sectors of the institution and its stakeholders~~, informed by stakeholder input, assessment results, and institutional needs, aligned with realistic resource projections, and accompanied by consistent reporting on plan achievement.

- 7.8. Evidence that assessment ~~data~~ results informs ~~ongoing~~ institutional decision-making and a sound budgeting process in alignment with institutional planning.
- 8.9. Leadership of planning and assessment by a director or directors with related job responsibilities.

Applicable Policies: *Policy on Academic Quality as Related to Institutional Mission; Policy on Outcomes*

Programmatic Accreditation Standards

Proposed changes separate the current EE 2 into EE 2 (operational effectiveness) and EE 3 (student achievement) and clarify requirements relating to operational effectiveness and stakeholder input.

STANDARD 2 PROGRAM PLANNING AND ASSESSMENT

The program's system of ongoing planning and assessment demonstrates that it accomplishes, and can continue to accomplish its intended outcomes, and provides opportunities for systematic program improvement.

ESSENTIAL ELEMENTS

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

1. A written, comprehensive assessment plan that describes the systematic and ongoing collection of evidence demonstrating fulfillment of student learning outcomes at the program level. ~~The assessment plan explains how and when data are gathered in an ongoing and structured way.~~
2. Clearly defined and measurable learning outcomes for academic programs, ~~(including general education and Bible/theology components of undergraduate degree programs,~~ that align with institutional mission.
- ~~2-3.~~ Student learning outcomes ~~are~~ appropriate to the credential awarded and accompanied by multiple measures that effectively assess the extent to which students are achieving the program's stated outcomes.
- ~~3-4.~~ Implementation of the assessment plan for academic programs evidenced by documented analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement and planning.
- ~~4-5.~~ Outcomes data, disaggregated in missionally-relevant ways, and used to demonstrate a commitment to the success of all students in attaining intended learning outcomes.
- ~~5-6.~~ The ongoing provision of reliable and current information to the public, including program retention and completion rates, employment rates for professional programs, and licensure pass rates for programs where licensure is expected. Required outcomes data are available via the institutions' website through an easily identified link on the homepage.
- ~~6-7.~~ Written program improvement plans, informed by assessment results, aligned with realistic resource projections, and accompanied by consistent reporting on plan achievement.

Applicable Policies: *Policy on Academic Quality as Related to Institutional Mission; Policy on Outcomes*