



ARTS Standards and Criteria for Excellence

2023 - DRAFT

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Table of Contents

<i>Introduction and Definitions.....</i>	<i>2</i>
<i>Criteria Definitions.....</i>	<i>2</i>
<i>Accreditation Requirements.....</i>	<i>3</i>
Standard 1: Mission and Objectives	3
Standard 2: Academic Program	5
Standard 3: Institutional and Learning Resources	8
Standard 4: Administration	10
Standard 5: Faculty	13
Standard 6: Assessing Student Learning	15
Standard 7: Governance & Authority	17
Standard 8: Institutional Integrity & Communication Worksheet	20
Standard 9: Student Services	22
Standard 10: Enrollment Services	23
Standard 11: Making Appropriate Improvements	25

Introduction and Definitions

The ARTS Commission on Accreditation (COA) believes that standards of excellence (as reflected by these criteria) provide a valuable tool in the overall accreditation process and in institutional improvement. Excellence must be defined in order to create a shared understanding of the standards to which each of our ARTS schools aspire and create a platform for accountability. Accordingly these criteria have been developed.

These standards of excellence are rubrics which are used by site visit teams, and the COA, as the basis for evaluating Annual Reports. Our criteria contains the following scale values:

- Standard is met
- Standard is partially met
- Standard is not met

The criteria for applying the ARTS rubric is to be based on evidence and results provided by Schools during a site-visit and evaluation of Annual Reports. Schools will also find these criteria helpful in preparing for an accreditation visit. The ultimate goal of these standards is to provide a tool for schools to use in improvements.

Note: This document is our current 2023 draft. Suggestions and improvements are solicited and appreciated.

Criteria Definitions

Meets the Standard

- Evidence provided by the School shows results that consistently meet or exceed the ARTS Standards. Consequently the School demonstrates an ability to fulfill its institutional mission, purpose and operation.

Partially Meets the Standard

- Evidence provided by the school did not fully address the all the components of the standard, (number of criteria) and/or the quality of the response was not sufficient. Consequently the School's ability to fulfill its institutional mission, purpose and operation is hindered.

Does not Meet the Standard

- Results do not meet the expectations of the ARTS Standards in numerous key areas. Results either fail to meet the criteria in numerous areas, or are simply not observed. Consequently the School's ability to fulfill its institutional mission, purpose and operation is called into question.

Accreditation Requirements

Standard 1: Mission and Objectives

The institution must have a clearly stated mission or purpose statement, which has been formally approved by the institution's governing body and which is consistent with a focus on quality and meaningful graduate Christian education. All of the institution's activities and policies must be guided by or serve the mission or purpose statement. Institutional objectives and goals are intended to facilitate fulfillment of the mission or purpose statement. The institution must also demonstrate that it adheres to one or more of the historic creeds of the Reformed tradition.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- Electronic links to copies all institutional publications that contain the Mission.
- Board meeting minutes indicating that the Mission is reviewed and approved according to the institution's Assessment Plan.
- Documents linking the institution's Mission to its Institutional Objectives, Program Objectives, and Course Objectives
- Electronic links to copies of all relevant institutional publications which demonstrate that the Institutional Objectives are appropriately published
- Board meeting minutes indicating that the Institutional Objectives are approved and reviewed according to the institution's Assessment Plan
- The Institutional Objectives are consistent with the Faith Statement, Mission and scope of recognition with ARTS.
- The Institutional Objectives are written in measurable terms.

Essential Standard:	Evidence/Comments:
1. The governing body of the institution has adopted a clearly stated mission or purpose statement, which is contained in appropriate institutional publications, such as its catalog, website, and student handbook.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • The mission statement is approved by the governing body in its minutes. • The mission statement appears on the institution's website, in the student handbook and in its catalog. • Does the institutional assessment plan include periodic and review evaluation of the mission performance? • Do the minutes of the institution reflect adherence to this plan?
2. The institution shall articulate, as appropriate, its views, purposes, convictions, and other educational, ministerial, theological, philosophical, and institutional distinctives, including a commitment to helping students develop in personal piety, intellectual	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Do the institution's public statements express specific and/or distinctive educational views, purposes or convictions? • Are these statements consistent across all institutional public documents and publications? • What measures, programs, emphases exist in the institution's documents and publications which express a

understanding, and ministerial/Christian service skills.	<p>commitment to helping students develop piety, intellectual understanding and ministerial/Christian service skills?</p> <ul style="list-style-type: none"> • Does the institutional assessment plan include evaluation of this measure's performance? • Do the minutes of the institution reflect adherence to this plan?
3. The institution demonstrates adherence to one or more of the historic creeds of the Reformed tradition: The Westminster Confession and Catechisms, the Belgic Confession, the Heidelberg Catechism, the Canons of Dordt, the First or Second Helvetic Confessions, and/or the Second London Confession of 1689.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Does the institution's constitutional documents address adherence/subscription to a stated confessional standard acceptable to ARTS? • Does the institution have requirements for designating and requiring staff and faculty to express/be accountable to affirm its doctrinal distinctives? • Is there a process to record/report/repair designated faculty and staff members' adherence to the institution's doctrinal standards? • Does the institutional assessment plan include periodic review of the doctrinal adherence processes? • Do the minutes or record of the institution reflect adherence to this plan through a document such as an employment contract or statement of assent?
4. The institution's creedal identity shall be communicated in appropriate institutional publications and shall serve as the foundation upon which all institutional programs of instruction are developed and offered.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Is the credal statement or standard publicly accessible in publications such as the website, catalog, student handbook or faculty and staff employment policy manual? • Does the statement of the institution's creedal standards/distinctives appear in recruiting, institutional advancement and instructional documents such as syllabi, catalog or promotional materials? • Does the institutional assessment plan include periodic review of publications which express the institution's doctrinal distinctives? • Do the minutes or record of the institution reflect adherence to this assessment plan?
5. The institution shall develop and regularly review its goals and objectives in light of institutional mission or purpose and demonstrate its commitment to the overall goal of achieving institutional effectiveness as evidenced by academic quality.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • What measures, processes or reviews are in place to ensure current operations align with institutional identity statements? • What processes are employed to review/realign/revise their identity statements? • Does the institution have an assessment plan to review its goals and objectives relative to the institution's mission or purpose statement? • Do the minutes or record of the institution reflect adherence to this assessment plan?

<p>6. Institutional goals and objectives shall be communicated within the institution and made available to the public.</p>	<p> <input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Are the institution's identity statements contained in publications such as its website, catalog, student handbook and/or faculty and staff employment documents? Are the statements consistent with current adjustments or revisions? • Are these documents reviewed for consistency and change management? • Do the minutes or record of the institution reflect the governing body's approval of these statements and/or changes to them? </p>
<p>Recommendation for Consideration:</p> <p>1. The governing body of the institution is encouraged to review its mission or purpose statement periodically to ensure that it accurately reflects the unique calling of the institution. Furthermore, the institution's governing board is encouraged to develop and review annually a multi-year strategic plan, which articulates how its mission and goals are and will be satisfied.</p>	

Standard 2: Academic Program

The institution's academic programs must further the institutional mission or purpose and must reflect the institution's objective of advancing academic quality. The institution must demonstrate that the academic degree programs and courses it offers equip students for vocational or lay Christian ministry and service.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- Course catalog
- Provide a course schedule stating for the past academic year, and by semester, the following information:
 - the title of each course/other requirement
 - the mode/s of delivery
 - the type of course/other requirement
 - hours per course
 - course prerequisites, co-requisites, and restrictions
 - number of sections of the course anticipated for this degree program
 - proposed instructors and their highest earned qualifications for each section. You may also additionally note qualifications in progress. If faculty is to be hired, indicate required credentials.
- Provide a second course schedule that is identical to that described above with the exception that it does not identify the names of instructors.
- Attach a table that indicates (or embed within the table for degree level outcomes, if these are provided in a table) the program level learning outcomes and the corresponding courses, course segments, or Practicum and/or mentoring learning outcomes that contribute to the program outcomes.
- An outline of the bodies, committees, and individuals within the organization involved in the development and/or decision-making pertaining to curriculum, academic policies, and academic standards and identify the role(s) of academic staff and students within these bodies and committees.
- A description of how program(s) are organized in such a way that students can achieve the program and degree level learning outcomes within the prescribed period of study with a manageable, plausible, and well distributed workload that takes into account all the time required of a student to fulfill the requirements of their program.

Practicums/Mentoring programs - (if applicable):

- identify all requirements/options for Practicums and mentoring learning experiences in the program.
- include a summary of the types of work experiences students have/will have for work-integrated learning associated with the program, the institution's and the program/school plans to develop/further develop opportunities for students, and the level of support the institution and the program/school extend/will extend to students seeking work-integrated learning experiences.
- identify the learning outcomes of the Practicum and mentoring experiences associated with the program and
 - explain how students are/will be evaluated against these stated learning outcomes
 - indicate whether learning experience are paid or unpaid and if unpaid provide a rationale

Essential Standard:	Evidence/Comments:
1. Degree programs shall be defined according to: (a) title and academic credits to be awarded; (b) summary of program content and relationship to institutional mission or purpose; (c) statement of desired program outcomes; and (d) applicability to vocational ministry and service. This information must be made publicly available.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Where is the link to the school's catalog? • Where are outcomes publicly available besides internal documents? • Are all four criteria addressed? • Do all outcomes link up to the school's institutional mission and purpose?
2. Degree programs shall be designed to (a) promote student learning, (b) equip the student to be a thoughtful and diligent learner, (c) develop the student's ability to communicate what they have learned, and (d) prepare the student intellectually and spiritually for Christian ministry and service at the vocational or lay level. (e) Advanced programs shall build upon knowledge and skills obtained by the student in basic courses.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Are all 5 criteria addressed? • How are the criteria measured?
3. Program courses shall inform the student of the: (a) intellectual content as determined by the demands of the program and the area of instruction; (b) specific instructional content, learning activities, and means of assessment to address the spiritual and affective needs of learners; and (c) personal piety, behavioral, or skill outcomes appropriate to course content and the student's instructional program	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Are all three criteria addressed? • Are the criteria evident in an examination of 10-12 course syllabi's selected at random? • Are rubrics developed to measure these criteria?
4. The institution shall establish minimum standards of learning for its programs consistent with graduate higher education offered by theological seminaries.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Where are the minimum standards listed? • How do these courses compare vis-à-vis other programs? E.g. Classroom instruction per credit. Most seminaries require classwork for M.Div. (about 15 hours class time per credit; about 90-100 credits)
5. A process of regular review by the institution to ensure that curricular objectives for each academic program are being realized.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • How often is a curricular review performed? • Where are the minutes or notes from the Admin meetings? • How does the Academic Committee function? • What changes have been made as a result of these regular reviews?

<p>6. The institution's academic programs shall help students develop in personal piety, intellectual understanding, and ministry skills, incorporating field education or relevant practicum and internship experiences, as necessary.</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • How have programs been designed to meet these goals? Give examples. • What feedback has been received from grads and students as to how the programs/training helped (helps) them in these areas? • How are field education and practicum/mentoring programs been developed? • How are they assessed?
<p>7. The institution will have an advising and counseling program that guides the student from matriculation to graduation.</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Who are the people involved in advising and counseling? • How many students are helped on an annual basis? • Ask to see any written examples of guidance of individual students. • Ask students about guidance offered to them regarding their academic program or courses.
<p>8. The institution, regardless of whether it uses a traditional classroom format, online studies, distance education (either alone or in cooperation with other institutions), competency-based assessments or blended delivery methods must ensure those studies yield graduate education that maintains educational integrity and that the institution provides appropriate administrative, quality academic instruction, resources, and support to the student. The institution shall present evidence that its forms of academic delivery a) further the accessibility of the institution's programs, b) are appropriate to higher education, c) are consistent with the institution's objectives, and d) are effective in achieving the intent of these standards.</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • What modes of delivery are used? • Where are the written procedures and guidance for faculty using different methods of delivery? • What do faculty members and students say about the effectiveness of in-person, blended, hybrid, online etc. • What other technologies are employed and how are they assessed?
<p>9. The institution will have a system of grading or assessments and associated policies and procedures that reflects integrity, ensures fairness and consistency, conforms to higher education norms, and facilitates transportability of students' academic credits.</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Where is the grading system? • Ask for samples of rubrics and grading standards • Where are samples of quarterly "term" reports to the Dean from students? • Ask dean(s) how they grade the Practicum Track

Standard 3: Institutional and Learning Resources

The institution must demonstrate that it has sufficient resources to accomplish the institutional mission or purpose and advance academic quality.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- Reporting and Audit, including:
 - Include a copy of the organization's policy for the regular audit of its financial methods, performance, and stability by an arm's-length professional accountant.
 - Include an audited financial statement (or, in the case of a newly established organization without a completed financial year, a pro forma financial statement) for the organization's most recent year of active operation, prepared by an accountant.
 - Include a document describing the organization's policy and format for annual internal financial reporting.
 - If the organization is a subsidiary or partner of another organization/organizations, include an audited financial statement for all parent, partner, and subsidiary organizations for their most recent year of active operation, prepared by a qualified independent accountant.
- Business Plans:
 - A most likely and worst-case business plan/ budget for five years, which includes the revenue and expense sources by category.
 - The assumptions embedded in the plan/budget for those years.
- Budget Narrative:
 - The relationship of the budget to the attainment of the institutional strategic/ academic plan/s
 - Full details of the budget plan and projections
 - Realistic achievability of the base plan
 - Major risks to the most likely scenario and mitigation plans for the risks
 - The likelihood of the worst-case scenario.
 - Note: The risk discussion could cover risks in the context of likelihood, consequences, causes and mitigation. Concentrate on the few risks that could materially affect the budget.
- Include the organization's policies and procedures for periodic review of its operational and administrative policies and procedures.
- Describe the on-site and electronic library resources available to faculty and students.
 - Provide information about on- and/or off-site computer resources and web access available to students.
 - Provide information about classroom space, and faculty and student working/meeting spaces.
 - Describe any specialized equipment, workstations, and laboratory space available to students.
 - Attach the institution's plan/schedule for the renewal and upgrading of resources including library resources, computers and computer access, classrooms, equipment, etc.

Essential Standard:	Evidence/Comments:
1. The institution shall demonstrate that it has sufficient financial resources to deliver its academic programs and essential student services, whether through student tuition, a program of institutional development, financial reserves or a combination of these.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Evidence of auditor's review of financial statements • Is there a good balance of income between tuition and donations • Is there a 9 months' financial reserve -- plans to increase? • Ask financial officer/president for particular business & budget plan for next few years, if there is one • Ask about risks that may be anticipated
2. The institution shall demonstrate a history of financial management consistent with biblical principles of wise stewardship and integrity.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • What are the checks and balances on finances? • What are the financial dependencies on other institutions, host church(es) to function, to keep expenses low, etc. • What is the relationship with the host network of churches? Lease or building use agreements?
3. The institution must have sufficient administrative support and faculty resources to deliver quality academic programs and essential student services.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • How does the school define quality academic programs? • Do clearly stated job descriptions exist? • During interviews of admins – ask if sufficient time--working half time--to accomplish what is in job descriptions
4. The institution must have the necessary academic and administrative capabilities required to deliver quality academic programs and essential student services.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Compare the list of courses taught in the past academic year along with faculty used with list in catalog. • What are the qualifications of the academic and administrative staff? • During interviews, what do faculty and administrative staff say about their ability to deliver quality programs and services?
5. The institution must have access to or make available the required learning/library/research resources that meet the needs and the demands of its academic programs for all delivery methods it employs.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Does a physical library exist? • What collaborative library arrangements exist? • How are students equipped to access library and research resources? • How are students equipped to locate learning resources, avoid plagiarism, and evaluate sources for validity and reliability? • Show class syllabi where books or resources not required through Logos are provided, available online or must be purchased. • If research degrees are offered or anticipated in future, how do library resources support that need?
6. The institution must utilize risk management practices and insurance to protect institutional	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • How does the school maintain institutional records? • What types of computer or cloud based systems are utilized? • How does the institution secure any online records?

resources, records, and programs.	<ul style="list-style-type: none"> • What are the risk management practices and insurance used? • Are paper records kept of student applications, transcripts, etc.? If so, in fire-proof cabinets?
Recommendation for Consideration: The institution may want to consider making use of the expanding trend in online library sharing, online material, and research tools and resources, as well as cooperative resource sharing with other ARTS institutions	

Standard 4: Administration

The institution shall demonstrate that its administrative capabilities support the provision of quality academic programs and provide essential student services.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- A copy of the institution's By-Laws.
- Organizational Chart that clearly depicts lines of administrative responsibility.
- Job descriptions for administrators, faculty, and support staff.
- Board Manual, or comparable document, that describes Board composition, criteria for membership, member selection process, orientation process for new members, and all other Board duties and functions.
- A copy of the evaluation form used to evaluate the annual performance of all board members.
- Description of the School's Student records systems, including policies and procedures for security and disaster recovery.
- Descriptions of cloud based systems used for the School's recordkeeping systems and procedures used to maintain security.

Essential Standard:	Evidence/Comments:
1. The Institution must have a chief executive officer (whether president or another) who is responsible to the institution and the board for leading the institution toward the accomplishment of its mission.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Who functions as the CEO? • How does the organization demonstrate the CEO answers to the board? • Where is the CEO Job Description located? • What is the CEO's relation to the BOD? • How does the BOD evaluate and communicate with the CEO? • Is the CEO restricted in his/her duties of leading and mission accomplishment by other roles and functions non-essential CEO duties? (this is especially relevant for smaller schools)
2. The institution must have administrative capabilities to support the needs of its academic programs and student services. These include items such as recordkeeping, payroll, grading communication, admission etc.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Has the institution reported the structure of each of the listed capabilities or relevant frameworks? (i.e., recordkeeping process, the payroll structure, the grading process and procedures, admission and enrollment processes, etc.) • Are these areas distinguished from one another with regards to job duties? • What programs do you utilize for maintaining enrollment and admissions documents? • What programs/means do you utilize for record keeping and payroll management?

	<ul style="list-style-type: none"> • Are the individual's overseeing recordkeeping, and payroll qualified to do so? Is there accountability in place for these positions. How is transparency guaranteed? • Can you provide us with at least 5-10 (based on school size) of your enrollment and admissions files for various students? This demonstrates evidence of the structures existence.
3. The institution must have an administrative structure, sufficient to accomplish its administrative tasks.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • How many administrative staff members are there? • How many part-time and full-time staff members are there? • What are the administrative staff members office hours? How many hours per week do these positions work? • Are the individuals staff members qualified for their specific functions? What are their backgrounds and areas of expertise? • Have they received training or certification in the areas they serve? • How can we access their resume/ and job applications? (If not already provided) • What is the staff to student ratio of the school? • What portion of the budget is committed specifically to administrative staff?
4. The institution administration must have its duties, functions, responsibilities, and relationship to the governing board clearly articulated in the institution's governing documents.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Are the duties, functions, and responsibilities clearly explained and provided? Is there an organizational chart? Does the organizational chart accurately express the reality of current organizational structure? • Are there appropriate job descriptions for each position and role? • Do the job descriptions provide the positions relation to the board of directors and their appropriate supervisors? • Are these job descriptions contained in the governing documents or simply as job descriptions Isolated from the governing documents?
5. The institution must maintain complete, accurate, and securely maintained administrative and student records.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Who is responsible for the maintenance of administrative and student records? • Explain what a complete and accurate student record includes? • Explain what a complete and accurate administrative record includes? • Are these files digital and/or physical? • Please provide us with at least 5-10 student/administrative records containing all the essential records and information. • What means are utilized to securely store and maintain these records? If cloud or server storage is primarily utilized, please provide access or walk us through several of the digitally stored records.

	<ul style="list-style-type: none"> • How do you ensure that these methods of storage are secure and safeguarded? Are they safeguarded from unlawful access and fire? • Who has access to the student files? Who has access to the administrative records? • Do you have at least two people with direct access to each set of files in the case of an emergency? •
6. The Institution must have a process for review and enhancement of the performance of its administrative capabilities.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Are all the administrative staff reviewed at least annually? • Is this specified on their job descriptions that a performance review will take place? • Have you provided training or opportunities for administration to pursue coursework upon the completion of a performance review? • Ask the administrative staff members what the outcomes of their performance were. • Please provide us with all the performance reviews conducted for the last academic year.
7. The Institution must document its expectations, requirements, and restrictions of the administrative capabilities through published manuals, as appropriate.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • What manuals are utilized for administrative staff, if any? • Are expectations, requirements and restrictions clearly articulated in writing? • Are the administrative staff aware of and have they received these documents? • Are these documents revised regularly? • Are new staff members briefed and oriented regarding the expectations, requirement sand restrictions of administration? Do they receive the appropriate documentation?

Standard 5: Faculty

The institution maintains faculty resources committed to its mission and qualified academically and spiritually to facilitate student learning and to contribute to the development of the institution. The institution fosters an academic climate, encourages professional development, and promotes the well-being of faculty.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- A list of faculty including their qualifications for teaching at the undergraduate or graduate level.
- Policies for the recruitment of faculty including procedures for obtaining and verifying academic and professional credentials
- Faculty Handbook which would include institution's policies on faculty credentials, performance, professional development etc.
- A description of professional development opportunities for all faculty.
- A description of how the institution supports and engages the program faculty in
 - reporting on levels of scholarship, research, and creative activity
 - reflecting on the results of the evaluation of teaching.
- Evidence of regular review and assessment of faculty performance. This would include not only a summary of student course evaluations, but also assessments by the school's administration and an examination of the teaching and grading performance.
- A copy of the annual agreement faculty must sign to affirm their agreement with the School's theological position and terms of employment.
- A description of how faculty are involved in academic decision making, student life, admissions and graduation requirements.
- Descriptions on how the School encourages innovation and excellence in teaching, including the use of technology as appropriate.
- Schedules and minutes of faculty meetings. indicating the existence of a functioning faculty organization, faculty involvement in curricular reviews, and other relevant faculty engagement matters.
- Worksheets for determining the percentage of major course work being taught by faculty holding a terminal degree.
- Faculty professional activities, journal articles, other publications Professional peer testimonials and endorsements, Student testimonials and/or Professional awards, citations, and honors received

Essential Standard:	Evidence/Comments:
1. The institution must have (1) Faculty resources with appropriate qualifications and expertise, (2) experience in Church leadership, and (3) demonstrated ability to teach at the graduate level in a Christian institution.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Provide a list of faculty. • Provide CVs of core faculty. • Do you have any faculty without terminal degree and less than 5 additional years' experience?

2. The institution must conduct regular evaluations of each faculty's ability to advance student learning.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • What do copies of some evaluations of the Dean or President after visiting classrooms say about faculty effectiveness? • Provide examples of communications or reports from the Academic Dean to professors or President after evaluating course syllabi • What are the results of faculty members and their meetings with Academic Dean to go over course evaluations.
3. The institution must have a program for improving the pedagogical effectiveness of all faculty	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • What are the school's goals for improving pedagogical effectiveness? • Provide a list of faculty training activities for all faculty • Provide records of faculty attendance at the two last Professional Development opportunities • Do faculty have opportunity to share and discuss the new books they are expected to read?
4. The institution must demonstrate evidence of faculty contribution to student learning.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Ask students about how faculty in particular have contributed to their learning • How do students rate their faculty in their student course evaluations?
5. The institution must have the ability to provide support and encouragement for continuing faculty development.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Ask faculty members how the school has helped them individually in development • What is the annual budget for faculty development? • What are the stated requirements for faculty participation in development activities?
6. The institution must have a program for faculty involvement in academic related decision-making processes, especially as they relate to admissions criteria, curriculum, student life, and graduation requirements.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Where is the school's policy regarding faculty involvement in these areas? • Ask admins: Is there evidence for faculty meetings or formal involvement in decisions regarding the areas listed? • Ask faculty members: has the school consulted them regarding any of these matters?
7. The institution must require that faculty (full-time, adjunct, or visiting) affirm in writing their agreement with the institution's mission or purpose, doctrinal position, terms of employment, and any other faculty requirements	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Provide samples of signed agreements with doctrinal statements • Where is the link to the doctrinal statement contained in the student handbook? • What are the school's procedures and process if a faculty member is not in agreement?

<p>8. The institution must communicate its expectations, requirements, and restrictions to the faculty through published personnel manuals and/or faculty manuals, as appropriate.</p>	<p> <input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Where is the school's link to the current faculty manual? • How often is the faculty manual updated? • Ask faculty members: Has the school had you sign these documents this year? </p>
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Standard 6: Assessing Student Learning

Institutional effectiveness is indicated by the institution's progress in maintaining and advancing academic quality. The institution shall develop standards of academic quality and means to determine whether those standards have been met, with a specific focus on assessing student learning and ability to serve in Christian ministry.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- Institutional and Program Assessment Plan.
- Program planning document showing program learning outcomes and relationships to individual courses and summary assessment artifacts.
- 10-12 syllabi across the school's programs demonstrating clear learning outcomes, assignments, and methods of assessing lesson assignments.
- Demonstrate student achievement through the submission of:
 - samples of student work that reflect exemplary, average, and minimally acceptable performance
 - results from recognized, comparable or scalable evaluations of program learning outcomes.
- Ministerial and communication skills of students graduating from the program OR
 - results of other learning outcomes assessment models/management systems, as proposed by the institution
- Minutes of faculty meetings showing discussion of assessing of student learning effectiveness and outcomes.
- Samples of course evaluations, and evaluation forms for Mentors and Practicums.
- Actual data from 3-5 recent course evaluations with names redacted.
- Examples of how assessment results were used to improve courses and other learning experiences.
- A description of how student assessments and student workload is reviewed by the program as a whole and how it aligns with the stated program and degree level learning outcomes (e.g. through program maps, distribution of work across the semesters, etc.).
- Descriptions how you plan to engage students in discussions about program content and delivery.

Essential Standard:	Evidence/Comments:
1. The institution must promulgate its standards of academic quality and desired learning outcomes to all of the institution's academic programs, degrees, and courses.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • The institution requires every course syllabi to state performance ratings and criteria used for measuring student performance. • The institution has published a statement specifying its' standards of academic quality and desired learning outcomes (catalog, handbook, etc) • The institution conducts reviews of course material and syllabi to verify the criteria used are comprehensive, and supported by the performance standards
2. The institution must develop processes or tools to measure student achievement relative to standards of academic quality	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • What rubrics are in evidence for assessment?

and preparedness for Christian ministry/service, which are both quantitative and qualitative.	<ul style="list-style-type: none"> • How does the school collect quantitative and qualitative measures of student achievement? • Does the institution requires students to participate in a field education/training experience of definite length in Christian ministry? If so, how are they assessed? • The institution requires Christian ministry students to participate in peer and mentor evaluation field experience. • Each syllabi is reviewed by the Academic Dean to meet the standards and learning objectives
3. The institution must evaluate the indicators of student achievement resulting from the processes or tools used to measure student achievement relative to standards of academic quality and desired learning outcomes.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • The institution uses a rubric across all of its courses to determine and make sure that performance standards are informing by evaluative criteria. • How often does the evaluation of indicators of student achievement occur? • The institution consults with other institutions for continuing process improvement. • Are the results of the school's assessment tools consistent with what other school's require?
4. The institution must evaluate both its standards and processes annually to determine whether they are effective in assessing student learning.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • The institution produced a copy of their last annual performance standards review. • The review contains recommendation to repair observed shortcomings and/or obstacles. • Rubrics and other assessment methods are themselves evaluated and discussed regularly.
5. The institution must develop a process by which its evaluations are incorporated back into its programs, degrees, and courses to ensure continual improvement of teaching and learning.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • The institution formally reviews courses with members of the faculty on a periodic basis. • How are recommended improvements implemented? • There is a clear process by which a student's suggestion, opinion and/or contribution is acted upon.
6. The institution must have an ongoing provision for the dissemination of reliable information to the public regarding student achievement, including graduation rates, and when appropriate, ordination and employment rates.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • There is a records management capability/process to which all members of the faculty have access. • Demographic data and employment data is maintained and current. • The institution maintains their institutional information through a functioning data reporting and processing system. • Is the link to assessment results listed on a public website?

Standard 7: Governance & Authority

The institution is authorized to operate as an educational institution and grant degrees in its state. The institution is governed by a board with the legal authority and fiduciary duty to oversee the operations of the institution and its personnel.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- Provide documents (e.g., articles of incorporation, partnership agreements, statutory authority, or other document(s)) that identify the organization's legal status and any relationship to parent, subsidiary, or other corporate groups.
- A copy of the institution's By-Laws.
- Organizational Chart that clearly depicts lines of administrative responsibility.
- Job descriptions for administrators, faculty, and support staff.
- Board Manual, or comparable document, that describes Board composition, criteria for membership, member selection process, orientation process for new members, and all other Board duties and functions.
- Evaluation forms for board members.
- Attach an outline of the bodies, committees, and individuals within the organization involved in the development and/or decision-making pertaining to curriculum, academic policies, and academic standards and identify the role(s) of academic staff and students within these bodies and committees.

Essential Standard:	Evidence/Comments:
1. The institution must demonstrate that it has the legal authority to operate as an educational institution in its state, including the authority to offer classes, grant academic credit and award graduate degrees.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Is the school recognized by the state? • Does the school have religious exemption from the state? <ul style="list-style-type: none"> o If so, are they listed on the state website as being recognized or provided with exemption? Does the school provide this link or location? • Does the school have articles of incorporation? • Do the schools listed offices/campus/physical site match the location of its foundational documents? <ul style="list-style-type: none"> o If not, why and have they explained this reasoning in their reports? • Is there documentation the most recent version of its foundational documents? • Does the state limit or restrict what classes or degrees the school may grant? • Are there restrictions upon the titles for degrees conferred by the state?

<p>2. The institution must describe in detail and document its status as an independent nonprofit corporation including an explanation of the relationship and lines of authority associated with any status other than that of an independent nonprofit.</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • What is the institutions status as a independent nonprofit corporation? • What is the ecclesiastical commission of the school? Or do they have one? What authority does the ecclesiastical commission exert over the institution? Does the EC have a representative on the Board of Directors or several? • Do they have affiliation with a specific ecclesiastical tradition or denominational agency? • Is the institution under the authority of a specific church? <ul style="list-style-type: none"> o If so, explain the lines of authority and the relationship between the institution and the local body. • Is the institution tax exempt? <ul style="list-style-type: none"> o What is the filed name of the organization which is exempt from federal taxes? Is it the same as the institutions identified name in its foundational documents? If no, ask for explanation and reasoning. If the filed name is not associated with the institution itself, or that of a local congregation or ecclesiastical commission, ask for further clarification and the institutions specific relationship with that entity. • Does the institution have any other status other than a non-profit?
<p>3. The institution must have a governing board with legal authority and fiduciary responsibility for overseeing activities of the institution.</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Does the GB meet at least twice per year? • Are minutes taken for meeting of the Board? • Is attendance recorded? • Is there evidence of the board approving changes to the schools administration and academic programs? • Is there evidence of the board approving other substantial changes within the organization?
<p>4. The institution must have articles of incorporation, bylaws or similar foundational documents establishing the institution, setting forth purpose, creating the governing board and establishing the governing boards operational procedures.</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Where/in what manuals and foundational documents are the duties, responsibilities, and obligations of the governing board (GB) outlined? Has the school provided the COA with these documents? • Do these documents clearly set forth the institutions purpose? Do they clearly present in writing the identity, function, operational procedures, and role of the GB?
<p>5. The institution governing board membership must reflect the institutions constituencies and members must not have a</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • What is the maximum and minimum amount of board members according to the institutions foundational documents? • How many board members are there?

significant conflict of interest relevant to their service as board members.	<ul style="list-style-type: none"> • What is the background and affiliation of each board member? • Please provide the COA with a membership list of each of the directors, including a brief biography and background of each. • How many of the Board members have terminal degrees? • Is there diversity of culture, experience, age, career expertise and educational credentials found in the GB identity? • How many of the board members are associated with the demographic that the institution is attempting to reach through its mission? • Do any of voting board members have family relationship with the CEO or administration of the institution?
6. The institution must have a board manual containing policies and procedures and guidance for the governing board and its members.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Does the institutions board manual contain appropriate policies, procedures and guidance for its members? • List what policies the board manual contains? Are there essential policies missing? • Provide what procedures and guidance is given? Is there essential information lacking? • Do the board members possess the board manual? • Do new board members get oriented regarding the policies, procedures and guidelines of the manual? • Who organizationally, is responsible for maintaining and revising the board manual?
7. The governing board must have a process for evaluating its performance and the performance of individual board members.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • What processes are utilized to evaluate the boards performance? • When was the performance of the board last evaluated? • How are directors evaluated? • Are individual directors required to attend each board meeting? • Are individual directors required to donate a specific amount of money to the organization annually? • Are individual directors required to volunteer a certain amount of time to the organization annually? • Is there a governance or performance committee of the GB?
8. The institution must clearly document how it ensures board and administration accountability, eliminates conflict of interest, and protects the mission and value of the organization.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • How is board and administrative accountability documented? What processes are in place to ensure accountability? • Does the organization have a conflict-of-interest statement that is signed annually? Have they provided this document? • Is the board membership and its structure made publicly available to be witnessed and seen?

	<ul style="list-style-type: none"> • Do the members of the board have opportunities to provide input by way of questionnaires or surveys regarding the board's activity and function? Regarding leadership? • Do each of the respective board committees provide at least an annual report for the entirety of the board regarding its activities and performance? • Are there term limits clearly outlined in the governing documents? • Are the roles and duties of committees and individual's directors clearly outlined? • Do each of the directors have an adequate understanding of the institutions mission and objective? • Do each of the directors sign a statement of affirmation regarding their agreement and interest in the institutions mission and vision?
9. The institution governing board must have a chief executive officer who reports to the governing board and is responsible for leading the institution toward achievement of its purpose or mission.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • How does the GB evaluate the CEO? • How often does the CEO report to the GB? • Does the CEO have voting power on the GB? • Is the CEO the chairman of the GB? • How does the CEO report to the GB? • What do the duties and responsibilities of the CEO include? • Are the duties of the CEO primarily focused upon the accomplishment of the purpose and mission of the organization? • Note: this standard seems to be concerned with the separation of powers regarding the GB and the CEO, but also the positive existence of actual evaluation and oversight of the CEO.
10. The institution must have in place succession plans for dealing with personnel vacancies critical to the operations.	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Has the institution determined which personnel are critical to its operations? • Does the school have written, and documented succession plans for these positions? • Do these succession plans guarantee the perpetuation of those key positional functions and duties? • Do the appropriate supervisors and board members have in their possession those succession plans in the case of an urgent transition?

Standard 8: Institutional Integrity & Communication Worksheet

The institution shall, in all of its operations and communications, have and display biblical integrity, evidenced by honesty, forthrightness, and fairness.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- Student Handbook
- Academic Catalog
- Electronic links to all institutional publications, websites, and social media presences.
- A policy or procedural document concerning the institution's commitment to operate with integrity in all matters
- Electronic links to institutional publications, including promotional materials that demonstrate accuracy in representation
- Links to the website (and other locations) which demonstrate information shared to the public about its academic quality and student achievement.
- A description of the method(s), or the instrument(s) used to ensure that, prior to registration, students are provided with all relevant policies and procedures

Essential Standard:	Evidence/Comments:
1. Institutional publications, including website information, shall be truthful, clear, and accurate.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Links to all relevant institutional publications are provided. • Evidence of materials being up to date is presented • The institution has a committee to examine and review its publications for factual integrity.
2. Institutional communications focused on development and student recruitment shall be truthful, clear, and accurate.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Evidence of institutional policy regarding truthful presentation of communications is presented. • The institution performs a pre-posting review of all information presented on its website through a media review committee. • Interviews and testimonies conveyed to the public are reviewed for accuracy and change requirements.
3. The institution shall develop and implement a plan for increasing public awareness about the institution and its programs.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Marketing and PR plan for the institution exists. • Relevant examples of how the PR and marketing plan are presented.
4. The institution shall publish and make publicly available a student handbook containing institutional policies and procedures applicable to students, addressing such issues as	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Link exists to the student handbook. • List of changes and improvements in the past year is presented.

admission, tuition and fees, grading, the grievance and appeals processes for adverse academic or other decisions, credit transfers, graduation, non-discrimination, international students, financial aid and scholarships, class attendance, applicable degree requirements, and withdrawal.	<ul style="list-style-type: none"> • A committee oversees change management for every document published and disseminated in its interest. (e.g., website, Faculty Handbook and the Student Handbook) • Policies are complete and in accordance with School's mission and objectives.
5. The institution shall publish and make publicly available an academic catalog describing degree programs and course descriptions, clearly indicating effective dates for degree requirements contained in the catalog.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Evidence of committee action on revisions to academic catalog exists. • Relevant changes to the catalog are evident. • A change log for changes to the academic catalog is presented.
6. The institution, while protecting confidential student information from disclosure, provides appropriate information to the public about its academic quality and student achievement.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Interviews and testimonies conveyed to the public are reviewed for accuracy and change requirements. • Links to student testimonials are presented.
7. The institution shall include on its website, social media, and any other appropriate publication an explanation of accreditation and the dangers of diploma and accreditation mills.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Links to statements showing accreditation requirements and degree mills is presented.
8. The institution shall have an independent accountant or otherwise prepared and reviewed annual audit, review, or financial compilation, which shall be available to any person upon request.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Annual audit review is presented. • Areas of concern with a financial audit are highlighted.
9. Institutions required to prepare and file Form 990 annually with the Internal Revenue Service shall make it available to any person upon request.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • The form, if applicable, is provided.
10. The institution must have a policy for the resolution of internal or external conflicts which is consistent with biblical principles of conflict resolution.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Evidence of conflict resolution policies are presented. • Link to policies are included on the website • Examples of successful conflict resolution are provided
11. The institution will have an organizational climate, patterned after biblical principles that encourage job satisfaction, development, and the	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Individual staff, students and faculty testify to the quality of the organizational climate.

<p>respectful handling of all personnel decisions</p>	<ul style="list-style-type: none"> ● The institution presents statistics on job turnover rates. ● The institution presents their development and training plan for the staff and faculty ● The institution discloses any personnel issues which reflect on a lack of applied Biblical principles ● The institution discloses any personnel actions requiring termination or discipline. ● The institution provides results of staff satisfaction surveys.
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Standard 9: Student Services

The institution shall, provide services to ensure the student has the support and services required to succeed in the learning objectives of the academic program.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- A copy of the Student Handbook that contains all expected information
- A listing of all student services personnel detailing their qualifications and responsibilities
- Complete records of all student complaints, including their resolution.
- List of institution's student services staff and their qualifications.
- A description of the institution's orientation program for newly-enrolled students.
- A description of student leadership and participation in student government and other campus organizations as appropriate.
- Examples and links to student satisfaction surveys which are regularly conducted.

Essential Standard:	Evidence/Comments:
1. A commitment to foster and guide students in their spiritual and intellectual development, as well as their career aspirations	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • How does your Mentorship program foster and guide students? • Ask students: what was your relationship with your Mentor • Ask Mentor: How has the School guided you as a Mentor • Ask student: What was your experience at a Focused Living Retreat or other mentorship program?
2. The institution has the organization and ability to deliver student services that are appropriately aligned with the institution's mission, and can demonstrate that they support the needs of its students.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Ask Deans if they have sufficient time and opportunity to keep up with duties regarding students in their particular areas.
3. A regular system of assessing needs, experiences, and levels of student satisfaction in order to improve services.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Please explain your system of assessing needs, experiences and levels of student satisfaction? • Do you utilize course evaluations, student surveys or polls? • How often do you assess these items for the improvement of services? • Show examples of completed student exit interview forms
4. Opportunities for students to provide input into institutional decision-making	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • What opportunities are provided for students to input into institutional decision making?

	<ul style="list-style-type: none"> ● Ask students if they have been give opportunities to provide input ● Have you changed curriculum, program delivery, coursework, faculty, or any other aspect of the school because of student input?
5. Published procedures for and records of addressing student complaints and grievances.	<p> <input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> </p> <ul style="list-style-type: none"> ● Where are your complaints and grievances policy and procedures published? ● Ask admins: Are there any records of student complaints or grievances? ● Please provide 2-5 documented complaints and grievance which have been addressed in the last academic year. ● To what extent has the college been successful at informing students about the range of student support services offered by the organization? ● What is needed to improve communication and increase awareness of student services? ● Do you have student services available for residential and distance education students? If so, how do you deal differently with them? ● Where are records of complaints and grievances kept? ● Ask admin & board: When is a decision “final”? There needs to be a “decision is final” statement.

Standard 10: Enrollment Services

The institution shall, provide enrollment services to ensure the smooth operation and dissemination of information and services pertaining to recruitment, admissions, enrollment, financial support, retention and graduation.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- Provide information indicating how your requirements for admission (including direct admission and any or advanced standing options), promotion, and graduation meet the School's criteria.
- A schedule and description of the School's recruitment and promotion plan including links to sample campaigns, emails, brochures, etc.
- Provide reference to all admission, promotion, and graduation policies contained within the institution's policies file and include at least the following: Admissions, Advanced Standing and Degree Completion, Prior Learning Assessment, Promotion and Graduation.
 - the institution's published policies, academic calendar, student handbook and/or institutional web-site equivalents or other (including any credential, specializations and minimum achievement level) and any other requirements (e.g. any portfolio or interview requirements) for admission into the first year of the degree program
- The appropriateness of admission requirements
- Application/enrollment data
- Promotion and Graduation
 - information about the level of achievement required of students in the program for promotion within the program and for graduation
 - where applicable, an explanation of how the GPA is calculated
 - reference to the policies and procedures for academic remediation, sanctions and suspension for students who do not meet minimum achievement requirements.
 - information about the academic requirements and any other requirements for promotion and graduation.
- Retention and graduation rates.

Essential Standard:	Evidence/Comments:
1. The institution has recruitment strategies and procedures that identify students whose spiritual commitment, goals, preparedness, and interests are consistent with the institution's mission. These strategies shall enable prospective students to make informed decisions.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • A summary of recruitment strategies and procedures are presented • The institution provides a profile of targeted student audiences. • Recruitment results are presented.
2. The institution has the admissions requirements and procedures that are clearly communicated to prospective	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • Admission requirements are clearly listed on the website and in communications with students.

students and applied consistently in the admissions process.	<ul style="list-style-type: none"> ● Institution provides examples of students who met, and who did not meet the criteria for admissions. ● Evidence is provided that standards are applied consistently
3. The institutions has published policies and procedures relating to transfer credits, prior life experiences, and competency-based education, including public disclosure of criteria used to evaluate credits, and minimum (if campus based education is used) residency requirements for graduation.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> ● The institution provides a link to policies and procedures dealing with transfer credits, PLE and CBE. ● The institution discloses residency requirements for graduation as applicable ● The institution discloses statistics showing the impact of transfer credit, PLE and CBE.
4. The institution makes available to students and prospected students financial support information and services.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> ● A link to student financial support information and services is provided. ● Quantified numbers of financial support to students is provided.
5. The institution has resources and services sufficient to address the needs of academically at-risk students, support the development of services to improve student retention, and a functioning assessment process that measure student retention, attrition, completion rates and stimulates improvement.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> ● The institution has a functioning student services, retention and assessment process. ● Measurements of student retention, attrition, and completion rates are provided ● Examples of improvement resulting from the above are discussed.

Standard 11: Making Appropriate Improvements

The institution strives to improve all of its programs and services, recognizing that it exists to equip students to proclaim Christ and make disciples of all people. Improvements are necessarily tied to student learning or achievement, evidenced not only by current student learning but also by the ability of graduates to be effective in ministry and service.

Typical Documentation: This is a non-exhaustive, but suggested list of documentation usually submitted and institutions are encouraged to provide additional documents or compliance by other means.

- The School's annual assessment plan of student achievement of learning outcomes and goals.
- The School's long range plan.
- A published policy and procedure for the periodic review of its degree programs, with such reviews occurring at regular intervals, normally not exceeding five to seven years. The periodic review includes a comprehensive program review.
- The institution's policies and procedures for periodic evaluation(s) and provide a narrative or policy which addresses how the institution will implement changes based on assessment of student learning outcomes.

Essential Standard:	Evidence/Comments:
1. The institution must demonstrate it has a process for developing plans to increase institutional effectiveness in response to indicators of student achievement obtained through the processes or tools to measure the same.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> • What is the formal process and plan that is adhered to by the organization to improve? • What strategies or initiatives have been implemented based on review and analysis of data to make improvements in persistence, retention and completion? • Please provide any agendas, meeting minutes and action items of units working in these areas. • Do they have a CIP Meeting or EIP meeting annually? • Do they have a point person dedicated with the task of leading Institutional effectiveness? • Is there plan established in such a way that it is in response to indicators of student achievement? • What student achievement indicators does the school utilize? • How do they compile and retain these student indicators? What processes and tools are utilized? • The school must have a process of objectively measuring its success.
2. The institution planning process must focus on (a) improving student learning and (b) on efficient use of institutional resources.	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u> <ul style="list-style-type: none"> •
3. The institution must regularly evaluate whether institutional	<input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <u>Evaluative Questions/Criteria</u>

<p>resources are sufficient to accomplish the mission and whether they are allocated efficiently.</p>	<ul style="list-style-type: none"> • How often does the institution evaluate its institutional effectiveness? Do they do so at least annually with the participation of the administrative staff. • Have you planned for an increase in your budget for academic programs, resources, technology, and salary increases? • Are your digital and physical library resources adequate to support your student population and needs? • Are your facilities and physical campus adequate to support the current and future needs of the administration and student body? • What measures have you utilized to determine the sufficiency of your resources? • Do you have rational and consistent policies and procedures in place to appropriately estimate the allocation of resources within your institution? • Does your financial planning and budget planning support your mission and purpose?
<p>4. The institution must address any identified resource deficits in its planning process</p>	<p><input type="checkbox"/> Standard Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p><u>Evaluative Questions/Criteria</u></p> <ul style="list-style-type: none"> • Does the planning process include a provision for identifying resource deficits? • What changes have been enacted for improvement in the last academic year? • Are you staff, faculty and administrative salaries sufficient to secure well educated and talented staff members? • Is your current technology and software modern and up to date? • What are some examples of the resource deficits you have discovered through the IEP process? • How have you addressed resource deficits as you have identified them through planning process?