



Adventist  
Accrediting  
Association

# ACCREDITATION HANDBOOK

## **Part III:**

Institution of  
Excellence and  
the *Self-Study*  
(Form A)

2019

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## INSTITUTION OF EXCELLENCE

When the Adventist Accrediting Association accredits an institution under the terms of Form A, it will be considering both the overall quality of the institution as a tertiary institution and the way

the college/university operation and life fully aligns with institutional and Seventh-day Adventist identity and mission. Within these parameters, an institution of excellence will be defined as an institution that meets the following standards:

1. A clear sense of Seventh-day Adventist mission and identity, reflected in statements of philosophy, vision, mission, objectives, core values, and ethics; and evidenced in the life of the institution.
2. A coherent and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts the institution and its communities.
3. A coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution, that ensure the institution's educational objectives are met, and that nurture a campus environment characterized by effective communication, inclusive decision-making, and strong internal continuous quality improvement.
4. A financial operation that effectively supports institutional mission and Adventist identity, and evidences efficient management and a strong financial base, including support from the church.
5. A curriculum that is of an equivalent standard to other tertiary institutions both in the country and within the Seventh-day Adventist college/university sector, and that meets the mission and objectives of the institution and church, preparing students for service in the church and in the broader society.
6. Faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and biblical values in the classroom, along with administrative processes to ensure adequate faculty and staff development, and evaluation procedures that include mission-focused elements.
7. Library, resource centers, and information and communication technology services that provide adequate resources to support the academic program, and policies to adequately address ethical and mission concerns.
8. Clear academic policies and records procedures that are efficient and secure, and which reflect best practice in tertiary institutions.
9. Student services that provide solid support for the personal and spiritual needs of students, and which model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.
10. A physical plant that provides adequate and well-maintained facilities for the development of a quality education program, and development plans that are supportive of the institutional strategic plan.
11. A public relations program that provides an opportunity for dialogue with external constituencies, that results in useful and accurate feedback to the institution, and that positions the institution and its mission positively in the minds of the various constituent groups.
12. Pastoral and theological education with a curriculum that is of an equivalent standard to other tertiary institutions offering pastoral and theological education within the Seventh-day Adventist college/university sector, and that meets the mission and objectives of the institution and church, particularly in the preparation of students for denominational service.

These standards of excellence and their corresponding criteria for review will be used as the benchmarks for evaluation by AAA, and the basis for the institutional Self-Study.

## INSTITUTIONAL SELF-STUDY FUNCTIONS

The development of an institutional Self-Study is a significant part of the accreditation process. It serves the following vital functions:

1. For an educational institution, it provides an opportunity for a formal review and evaluation of its mission, objectives, resources, and outcomes, and the relationships among them.
2. For the Adventist Accrediting Association evaluation team, it provides the detailed information that enables them to familiarize themselves with the institution and its direction, and draft relevant commendations and recommendations.
3. For the Adventist Accrediting Association and the institution, it reveals the strengths and weaknesses of the institution in relation to how well it meets the accreditation standards. Thus, the Self-Study indicates the areas where the institution must grow and improve, as a means of achieving or maintaining eligibility as an accredited institution.
4. For other colleges, universities, and accrediting bodies, it provides a mechanism with which to determine the value of the credits and degrees offered by the institution.

## SELF-STUDY PROCESS

An institution is advised to start the Self-Study process as soon as it has received notification of the AAA visit. The Self-Study should be developed with wide input across the campus. A steering committee (and, if appropriate, subordinate task forces) should be appointed to prepare the document.\* The completed Self-Study shall be approved by the administrative committee of the institution and will be sent to the AAA liaison for the institution at least one month prior to the accreditation visit. The AAA liaison will distribute copies of the Self-Study to team members upon receiving the institutional report.

The Self-Study should demonstrate accomplishment of each benchmark and should provide a reflective analysis and evaluation of institutional processes. The AAA expects to find an institution that is self-reflective and proactive in development of its spiritual mission and identity.

*\*Explanatory note: Ideally, every staff member would be appointed to one of the 12 sub-committees. This can be a good opportunity for staff and faculty to be fully involved in periodic meetings (weekly or bi-weekly) for a number of months prior to the visit. In these sessions, the committee carefully works through each CFR, constructing appropriate surveys, conducting interviews or focus groups, analyzing data, and drawing relevant conclusions. This reflective process can result in:*

- *Staff involvement, as individuals from the various areas of the institution engage in the process of continuous improvement.*
- *Staff cohesion, as staff in different areas and disciplines engage meaningfully in the mission, vision, and direction of the institution.*
- *A safe context for professional conversations.*
- *Distribution of responsibility, avoiding an inordinate burden on a single individual or small group.*
- *Eager anticipation of the AAA visit, knowing that every aspect has been thoroughly explored and well-documented.*

## SELF-STUDY INSTRUMENT

There will be two sections to a Form A Self-Study.

## Self-Study Section A

Section A of the Self-Study will respond to the recommendations from the latest regular or interim accreditation visit, with any additional recommendations from a focused visit.

The institution will identify:

1. Each item that has been fully implemented, including how the implementation was accomplished and evidences of its fulfillment.
2. Each item that has not been fully implemented and the reason for non-compliance.

In their response to Section A, the team will consider the percentage of recommendations that have been met, if there is clear evidence that they have been met, and if the reasons for not meeting recommendations are acceptable.

## Self-Study Section B

Section B of the Self-Study will provide evidence in response to the twelve standards with corresponding Criteria for Review (CFRs) identified by AAA as indicators of excellence in Form A institutions.

In the tables that follow, each Area with its corresponding Standard is identified. This is followed in the left-hand column by a list of the CFRs that are indicators of excellence to which the institution will respond in its Self-Study.

Next to each CFR in the right-hand column are preferred evidences that serve to document compliance. In some instances, examples for clarity have also been provided. Where appropriate, institutions may provide alternate evidence highlighting strengths of a particular CFR. In the case of alternate evidence, the institution is advised to consult with the General Conference Department of Education prior to the submission of the Self-Study, to verify that the proposed evidence will be deemed applicable and adequate.

In certain Areas, the CFRs call for evidence based on the results of anonymous surveys conducted by the institution with current students, faculty and staff, members of the Board, and/or alumni. These surveys should ask questions regarding perceptions of the effectiveness of the institution in meeting its mission and objectives, among other matters, and should be conducted within one year prior to the date scheduled for the visit.

While the Self-Study and the Site Visit focus on outcomes, it is acknowledged that some of the most important outcomes, such as spiritual commitment and ethical behavior evidenced throughout the life of a graduate, are difficult to measure, and, furthermore, difficult to attribute to a specific part of the student's educational experience due to the influence of intervening variables. Consequently, inputs and processes are utilized as proxies for such outcomes.<sup>1</sup>

A Self-Study will therefore include, and a Visiting Team will consider, a variety of both direct and indirect indicators to evidence progress and results. These indicators may include quantitative measures (such as an attendance rate or student/teacher ratio) and qualitative evidences (such as individuals' judgments or perceptions regarding a topic), as well as performance indicators at various stages of the results chain, including inputs, processes, outputs, and impacts. Together,

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<sup>1</sup> "Indicators: Definitions and Distinctions." UNICEF Training Resources.  
[http://www.ceecis.org/remf/Service3/unicef\\_eng/module2/docs/2-3-1\\_indicators.doc](http://www.ceecis.org/remf/Service3/unicef_eng/module2/docs/2-3-1_indicators.doc)

these provide a platform for evidence-based decisions regarding priorities, strategies, activities, and outcomes.<sup>2</sup>

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<sup>2</sup> At various junctures through Section B, reference is made to the mission and beliefs of the Seventh-day Adventist church and to the philosophy of Adventist education. The mission and beliefs of the Seventh-day Adventist church may be found online at [www.adventist.org](http://www.adventist.org), as well as in various denominational publications. A document summarizing the philosophy of Adventist education may be found at <http://education.gc.adventist.org>, at <http://adventistaccreditingassociation.org/>, as well as in various theme issues of *The Journal of Adventist Education* (available online at <http://www.jae.adventist.org>).

## Area 1: Philosophy, Mission, and Objectives

*Standard: The institution has a clear sense of Seventh-day Adventist mission and identity, reflected in statements of philosophy, vision, mission, objectives, core values, and ethics, and evidenced in the life of the institution.*

Criteria for Review	Supporting Evidence
<p>1.1 The institution has clear and current Board-approved statements of philosophy, vision, mission, and objectives and/or core values, that are congruent with Seventh-day Adventist mission and values, and with the Adventist philosophy of education, and are readily available to constituents, employees, and current and prospective students.</p>	<ul style="list-style-type: none"> <li>• Published institutional statements of philosophy, vision, mission, objectives, and core values<sup>1a</sup></li> <li>• The most recent Board action approving these institutional statements</li> <li>• A description of the processes of development or revision and approval of the corresponding statements</li> <li>• An explanation of how these institutional statements share the mission and values of the Church, as well as its philosophy of education<sup>1b</sup></li> <li>• A description of how institutional statements are made available to constituents, employees, and current and prospective students</li> </ul>
<p>1.2 The institutional statements of philosophy, vision, mission, objectives, and core values are reflected in the policies and procedures of the institution, and in various aspects of institutional life.</p>	<ul style="list-style-type: none"> <li>• A description of the alignment between institutional statements and the corresponding statements of institutional units</li> <li>• A representative sample of institutional policies and procedures that operationalize institutional statements</li> <li>• The profile of desired attributes for all graduates</li> <li>• Results of surveys of current students, faculty and staff, Board members, and alumni surveys regarding perceptions of the effectiveness of the institution in meeting its mission and objectives</li> </ul>
<p>1.3 The institution is actively and broadly involved in supporting the mission of the Seventh-day Adventist Church.</p>	<ul style="list-style-type: none"> <li>• A description of institutional involvement in and support of the mission of the Church<sup>1c</sup></li> <li>• Examples of how the institution's educational and co-curricular programs prepare students to commit to and participate in the mission of the Church</li> <li>• Evidence of the active support of church standards and mission by the personal commitment of administrators, faculty, and staff to biblical values and lifestyle</li> <li>• Examples of a positive relationship between the institution and its local church, conference, union, and/or division</li> <li>• Examples of how the institution cooperates with other Adventist educational institutions</li> </ul>

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<p>1.4 The institution is responsive to the needs of its constituencies, to denominational and national/regional developments, and to societal and educational trends.</p>	<ul style="list-style-type: none"> <li>• Results from surveys of the needs and expectations of institutional constituencies</li> <li>• An analysis of key developments within Adventist higher education as these relate to the institution</li> <li>• An analysis of denominational and local demographics</li> <li>• A description of the institution’s perceived role and place in denominational and societal contexts</li> <li>• An analysis of the perceived impact of educational issues and trends in the country/region, with a sample of committee minutes of discussions of current issues and trends</li> <li>• A description of how the college/university maintains its ethos as an Adventist institution while relating and responding to these issues and trends</li> <li>• Evidence of institutional success in maintaining both local credibility and denominational focus</li> </ul>
<p>1.5 Student experiences and learning outcomes are congruent with the institutional statements of philosophy, vision, mission, objectives, core values, and ethics.</p>	<ul style="list-style-type: none"> <li>• Results of student and alumni surveys that assess the alignment of experiences while at the institution with the values, beliefs, and priorities embedded in the official statements of the institution</li> <li>• Results of assessments that determine the extent to which the values, beliefs, and priorities of the institution are reflected in the lives of its graduates and alumni<sup>1d</sup></li> </ul>
<p>1.6 The institution has clear, readily available, and current Board-approved statements of professional ethics/code of conduct (including a policy addressing sexual misconduct), congruent with the Adventist philosophy of education, compliance with which is required of all employees and students.</p>	<ul style="list-style-type: none"> <li>• Institutional codes of ethics/conduct for employees and for students</li> <li>• A description of the procedure for approval of the codes of ethics/conduct and to ensure alignment with the Adventist philosophy of education</li> <li>• Explanation of the way compliance is required and ensured of all administrators, faculty, staff, and students</li> </ul>
<p>1.7 Plans for development and improvement within this area.</p>	

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**Explanatory notes:**

<sup>1a</sup> Where schools/departments have mission statements, these should also be included. In larger institutions, these statements are expected.

<sup>1b</sup> Concepts that contribute toward a clear Seventh-day Adventist identity include:

- The nature of God (e.g., as Creator, Sustainer, and Redeemer) and the nature of humankind (e.g., human value and God-given potential)
- The nature of learning (e.g., God as the ultimate Source of knowledge and wisdom)
- The great conflict between good and evil, including the fall, redemption, and restoration
- Whole-person development, including character formation



- The integration of faith, learning, and life
- The role of ethics and aesthetics
- Respect for the environment and for diverse cultures
- Education for this life and for eternity
- Other fundamental beliefs of the Church, including the Sabbath and the Second Coming

<sup>1c</sup> Examples of institution involvement and support include:

- Membership and participation of institutional employees in Church organizations and initiatives
- Employee and student involvement in outreach and evangelistic activities of the Church
- Formalized collaborative relationships with other Church entities, including its institutions of higher education

<sup>1d</sup> Examples of assessment elements include:

- The experience of a whole-person formation, including physical, intellectual, spiritual, and social dimensions
- Evidences of commitment to a life of witness and service
- Incorporation of a healthy lifestyle
- Active support of the ministry, activities, and ideals of the Seventh-day Adventist Church

## Area 2: Spiritual Development, Service, and Witness

*Standard: The institution has a coherent and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts the institution and its communities.*

Criteria for Review	Supporting Evidence
2.1 The institution has an intentional, coherent, detailed, and current Board-approved spiritual master plan, which serves as the basis for the effective spiritual development of faculty, staff, and students.	<ul style="list-style-type: none"><li>• The current spiritual master plan of the institution<sup>2a</sup></li><li>• A listing of key performance indicators, and a description of the process to assess and update the outcomes of the spiritual master plan</li><li>• Evidence that administration, faculty, and staff have been involved in the development of the spiritual master plan and that it has received Board approval</li><li>• Evidence of the implementation of the current spiritual master plan, including specific results from the assessed outcomes as well as how the plan has been dynamically updated based on this assessment<sup>2b</sup></li><li>• Recent annual reports to the Board regarding the institution's spiritual life and the implementation of the spiritual master plan</li><li>• A description of how the spiritual master plan includes the spiritual nurture of all student populations (residential, commuter, face-to-face, online, hybrid, undergraduate, graduate, full-time, or part-time)</li></ul>
2.2 Administration, faculty, and staff are actively involved in the spiritual development of students and of one another.	<ul style="list-style-type: none"><li>• A description of administration, faculty, and staff involvement in student and new faculty/staff mentoring programs that include spiritual nurture<sup>2c</sup></li><li>• A description with examples of the extent of participation of administration, faculty, and staff in specific Spiritual Life programs and activities</li><li>• Examples of groups and programs for service and for witness led or sponsored by administration, faculty, or staff</li><li>• A description of the level of participation of administration, faculty, and staff in devotional and worship meetings</li><li>• Examples of the intentional work of administration, faculty, and staff on behalf of non-Adventist and of off-campus students, including any alternative learning modalities</li></ul>

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- 2.3 Students are actively involved in a variety of nurture, service, and witnessing programs.
- Evidence of the involvement of students in developing and implementing the spiritual master plan, as well as in planning nurture, service, and community engagement activities<sup>2d</sup>
  - Description of the possibilities for student involvement in spiritual activities as participants and as leaders
  - Description of how the institution selects student spiritual leaders
  - Number of students actively involved in various in-reach and outreach activities, some of which should be student-initiated and developed
  - Description of curricular requirements for student involvement in service learning, as well as training and opportunity for witness, including students in any alternative learning modalities
  - Evidence of the strength of the student mission program, including short-term evangelistic and outreach experiences, as well as a formal student missionary program
  - Student survey responses on the outcomes of spiritual program opportunities
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- 2.4 Campus chaplains and/or the pastor(s) of the campus church exert a significant role in the spiritual formation and life of the students.
- Description of the role that the campus church pastor(s) and/or the chaplain(s) and their associates play in the spiritual development and life of the students
  - Job descriptions of the campus chaplains and/or pastor(s) of the campus church<sup>2e</sup>
  - Description of the selection process for the campus church pastor(s) and/or the chaplain(s), indicating institutional involvement
  - Description of the way the chaplaincy ministry of the institution is organized and of student services provided
  - Description of the relationship between the campus church(es) and the institution, with evidence provided of collaborative planning and involvement
  - Results of formal evaluations of services provided by the chaplain(s) and/or campus church pastor(s)
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2.5 Students experience spiritual development, and a deeper commitment to social responsibility and witness, because of their educational experience at the institution.

- Results of assessments that document the extent to which students experience and graduates/alumni attain spiritual development while at the institution, as well as the factors that may have contributed to or detracted from this development<sup>2f</sup>
  - Results of student and alumni surveys that seek to assess the level of participation in service, both while at the institution and after graduation, as well as the development of a personal service ethic
  - Results of student and alumni surveys that assess the level of participation in witness, both while at the institution and after graduation, as well as the development of a worldview in which they see themselves as active witnesses for God
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2.6 Plans for development and improvement within this area.

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**Explanatory notes:**

<sup>2a</sup> The institutional spiritual master plan should be in harmony with “A Guidebook for Creating and Implementing a spiritual master plan on Seventh-day Adventist Campuses of Higher Education,” available online at the [AdventistAccreditingAssociation.org](http://AdventistAccreditingAssociation.org) website. At minimum, the spiritual master plan should incorporate:

- A list of beliefs, values, and behavioral outcomes to be conveyed to faculty, staff, and students, based on institutional philosophy, mission, objectives, and/or core values
- A summary of the results from surveys of present status as well as of the spiritual needs of faculty, staff, and students
- A listing of specific objectives for the intentional transmission of Seventh-day Adventist beliefs, principles, values, and lifestyle
- A description of corresponding curricular and co-curricular programs and activities
- A presentation of corresponding action plans, including budget requirements, timelines, and responsibilities

<sup>2b</sup> Examples of additional supporting evidence which may be included:

- Samples of minutes of the Spiritual Life Committee and other committees that deal with spiritual development
- Samples of survey instruments utilized with faculty, staff, and students
- The plan of spiritual events for the current semester/quarter. This may include devotional and worship opportunities, campus ministry activities, outreach and mission programs, small group interactions, residence hall programming, etc.
- Samples of evaluation instruments used in assessing the effectiveness of the spiritual master plan

<sup>2c</sup> Examples of the primacy of spiritual development could include:

- Time and physical space set aside for prayer and reflection
- Time dedicated to corporate worship without the imposition of conflicting events

<sup>2d</sup> Examples of student nurture, service, and community engagement programs may include Bible study groups, drug and alcohol prevention, evangelism, campus ministry retreats, periods of spiritual emphasis, chapels, vespers, church services, Sabbath School, and personal witness.

<sup>2e</sup> Examples of elements in the corresponding job descriptions include (a) line of authority and responsibility; (b) purpose of the position; (c) role in the involvement in the development and implementation of the spiritual master plan; and (d) relationships with administration, faculty, staff, students, and denomination, including the Division Chaplaincy Endorsing Department.

<sup>2f</sup> Examples of elements that may be incorporated in the assessments of spiritual development include a sense of a deeper relationship with God, of the assurance of salvation, of a Spirit-filled life, of growth in faith, of the need of Bible study and prayer, of the formation of a biblical worldview to guide one's life, and of a better understanding of and commitment to the beliefs and practices of the Seventh-day Adventist Church.

### Area 3: Governance, Organization, and Administration

*Standard: The institution has a coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution, that ensure the institution's educational objectives are met, and that nurture a campus environment characterized by effective communication, inclusive decision-making, and strong internal continuous quality improvement.*

Criteria for Review	Supporting Evidence
<p>3.1 The Board of Trustees/Council supports the mission of the institution as a reflection of the mission of the Church and seeks to ensure its own commitment to the philosophy of Adventist education.</p>	<ul style="list-style-type: none"> <li>• Board/Council Bylaws, including matters of authority and responsibility, trustee qualifications and selection</li> <li>• Board/Council handbook</li> <li>• Board/Council minutes since the prior accreditation visit and records of implementation of actions</li> <li>• Current Board/Council membership, including explanations regarding expertise, representation, and compliance with Working Policy regarding denominational membership</li> <li>• Board/Council process of induction for new members, particularly in matters pertaining to institutional philosophy, mission, objectives, and core values</li> <li>• Board/Council self-evaluation instruments, process, and results</li> </ul>
<p>3.2 The Board of Trustees/Council establishes policies that safeguard the Seventh-day Adventist identity and mission of the institution.</p>	<ul style="list-style-type: none"> <li>• Constitution and bylaws of the institution, with an explanation of how these documents safeguard Adventist identity and mission, and evidence alignment with denominational Working Policy</li> <li>• Documents that define the relationship of the institution to other entities (e.g., the Church, government, accrediting bodies, and educational institutions, including affiliations and extensions), with an evaluation of each to institutional mission</li> <li>• Board/Council policies regarding the hiring and evaluation of administration, and Board/Council accepted performance indicators of the same</li> <li>• Board/Council policies regarding faculty and staff hiring and renewal practices, and Board/Council accepted performance indicators of the same</li> <li>• Board/Council policies regarding instruction that is in harmony with the vision, mission, and values of the institution and Board/Council accepted performance indicators of the same</li> <li>• Board/Council approved goals related to spiritual mission and Board/Council accepted performance indicators of the same</li> </ul>

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<p>3.3 The institution's administrative team provides effective leadership to achieve the institutional mission and a clear Adventist identity.</p>	<ul style="list-style-type: none"> <li>• Job descriptions for top-level administrators</li> <li>• A description of the process, with sample instruments, for performance appraisals and self-evaluations of top-level administrators, especially relating to the mission of the institution and of the Church</li> <li>• Examples of the support of institutional mission and Adventist identity by top-level administrators</li> </ul>
<p>3.4 The organizational structure of the institution facilitates the fulfillment of mission.</p>	<ul style="list-style-type: none"> <li>• Organizational and committee charts</li> <li>• A listing of all administrative staff and responsibilities</li> <li>• An explanation of how the institution fulfills the expectation that all leadership positions are filled by individuals who are regular members of the Seventh-day Adventist Church</li> <li>• A listing of all campus-wide committees, giving their membership, terms of reference, frequency of meetings, and inter-relationships</li> <li>• An explanation of how key committees relate to the planning processes of the institution, including spiritual life</li> <li>• A description of how organizational structure facilitates the fulfillment of institutional mission</li> </ul>
<p>3.5 The administration develops a Board-approved strategic plan that furthers institutional mission and is responsive to the constituent needs in the context of societal and educational trends.</p>	<ul style="list-style-type: none"> <li>• The long-range strategic plan for the institution<sup>3a</sup></li> <li>• An explanation of how the strategic plan was developed, was communicated to faculty, staff, and constituents, and is periodically updated</li> <li>• A description of how the institutional strategic plan is guided by institutional mission, is based on an analysis of constituent needs, as well as institutional strengths, weaknesses, opportunities, and threats, and is developed within the framework of institutional philosophy and values</li> <li>• A representative sample of detailed, mid-range plans for institutional development and improvement, particularly those which directly contribute to mission</li> <li>• Recent reports of administration to the Board of Trustees/Council regarding implementation of the strategic plan</li> </ul>

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3.6 The institution evidences best practice throughout its governance and administrative structure and process.

- A description of Board/Council frequency and location of meetings, as well as a description of its committees<sup>3b</sup> and their frequency of meetings
  - An explanation of the quality of contacts of Board/Council members with the institutional community, and of procedures for receiving constituency input
  - A description of the scope of the support of Board/Council members toward the institution
  - A description of the arrangements that the Board/Council and the administration have in place to receive legal advice on institutional matters, including harassment, equal opportunity, conflict of interest, and compliance with government regulations
  - A list of policies regarding hiring, employment conditions and benefits, and dismissal of officers
  - A description and assessment of the process by which decisions of the Board/Council and the administrative committee are communicated to the faculty, staff, constituency, and students
  - A description and assessment of the process whereby faculty, staff, students, and constituents convey ideas and concerns to administrators
  - An explanation regarding how committee members are chosen to ensure representation and broad involvement of faculty and staff, and how committee actions are communicated
  - An explanation of the role and voice of faculty and staff in administrative operation, and an assessment of the perception of its effectiveness by faculty and staff
  - An outline of the policies and procedures the institution has in place to respond and relate to unexpected events and institutional crises, including press relations
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3.7 The Board/Council and the administration evaluate the success of the institution, particularly in fulfilling its identity and mission as a Seventh-day Adventist institution.

- A description of the continuous quality improvement and assurance of educational and management processes as evidenced through outcomes
- A description of the processes in place for assessing institutional effectiveness, especially regarding the success of the institution in fulfilling its mission as an Adventist institution, with examples of how this feedback is used in institutional planning
- Examples of Board/Council evaluation of the institution's Church-related mission, including the results of the most recent assessment
- Results from institutional research assessing the fulfillment of institutional identity and mission, including internal and external constituencies as well as current students and recent graduates
- Samples of institutional reports provided to internal and external stakeholders, particularly those relating to institutional identity and mission

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3.8 Plans for development and improvement within this area.

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**Explanatory notes:**

<sup>3a</sup> The strategic plan of the institution (at least 5 years, ideally with a dynamic window to the future updated annually) should be the result of campus-wide conversations involving faculty and staff, first in selecting the core values that the institution wishes to convey, and then in identifying strategic means of attaining these values. The strategic plan should include supporting documents for student enrollment projections, spiritual life development, financial resources, academic programs, faculty and staff, and infrastructure.

<sup>3b</sup> Typically, the committees of the Board/Council will include Audit, Compensation Review, and Academic Affairs committees, among others. The Academic Affairs Committee is typically chaired by the Union/Division Education Director.

## Area 4: Finances, Financial Structure, and Industries

*Standard: The institution has a financial operation that effectively supports institutional mission and Adventist identity, and that evidences efficient management and a strong financial base, including support from the church.*

Criteria for Review	Supporting Evidence
<p>4.1 The financial operation of the institution is prioritized to support institutional mission and Adventist identity, while safeguarding the financial well-being of the church.</p>	<ul style="list-style-type: none"> <li>• A report on the financial health of the institution, including indices identified in denominational policy<sup>4a</sup></li> <li>• A description of the impact of institutional finances on the financial stability of related church organizations</li> <li>• A report on the support of the sponsoring church organizations, including subsidies and appropriations as a percentage of total income and instructional income</li> <li>• A report on government funds received, including the percentage of total income and instructional income that these represent, as well as institutional policies that govern their receipt</li> <li>• A description of how institutional budget and expenditures reflect institutional mission<sup>4b</sup></li> </ul>
<p>4.2 The institution operates on a sound financial basis.</p>	<ul style="list-style-type: none"> <li>• Audited financial statements and letters to management for the prior three years</li> <li>• Provision of key financial indicators from the past five years for liquidity, working capital, solvency, and financial performance</li> <li>• If working capital and liquidity percentages are not at policy level, a description should be provided regarding what timed plans are in place to ensure that policy expectations are met</li> <li>• A copy of reports of the Financial Oversight Committees (Audit and Compensation Review), as well as the annual report of the institutional financial officer to the Board</li> <li>• A report that indicates the level of accounts payable and enumerates all outstanding loans and the commitment of the institution to any long-term debt, including its reasons, how it is managed, and the realism of plans to meet outstanding debt obligations</li> </ul>

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4.3 The financial area of the institution operates efficiently and effectively.

- A description of the organization and staffing of the business and accounting offices, and the respective responsibilities
- An explanation of how the organization of the financial area and its lines of authority contribute to its effectiveness
- A description of the budgeting process, identifying how cost centers participate and how priorities are decided
- A list of policies and procedures for effective financial control, cash receipt and expenditure, and audit
- A report on the effectiveness and timeliness of financial processes

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4.4 The institution follows best practice in its financial operations.

- A list of policies regarding student fees, including policies and procedures for appropriately determining fee levels and for effectively keeping accounts current
- A description of the institution's fund-raising programs, strategies, and results
- A description of endowments, endowed earnings, and endowment appropriations, as well as the policies, procedures, and expenditure controls that guide investment and ensure the appropriate and ethical use of restricted funds
- A description of the risk management program and insurance coverage for the institution, personnel, and students, evidencing adequacy of insurance coverage according to Union/Division guidelines.
- A description of the funding and use of depreciation funds, evidencing congruence with church policies
- Evidence that the compensation and benefits paid to all elected or board-appointed officers are reviewed annually to determine reasonableness and compliance with denominational policies

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4.5 The institution provides significant avenues for students of limited economic means to obtain access to education at the institution, including opportunities of student work where possible.

- A description of the opportunities for student labor, including trends in the number of students in each of these venues since the last accreditation visit, both during the school and during the long vacation period
- A description of the policies and guidelines for student labor, including aspects of remuneration, supervision, and performance evaluation, among others
- An outline of the institutional industries and/or centers for training and development, including the off-campus sale of Adventist literature, to incorporate an organizational chart and description of managerial responsibilities and staffing
- A description of the performance of institutional industries in relation to institutional mission and goals, impact on institutional finances, and the level of provision of work for students

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4.6 The institution has developed a realistic financial plan aligned with its strategic plan.	<ul style="list-style-type: none"> <li>• A three-year plan regarding operating finances</li> <li>• Explanation of the process utilized to develop the financial plan, including the relationship between income and expenditure of prior years</li> </ul>
4.7 The institution has a plan, policies, and processes in place for capital expenditures.	<ul style="list-style-type: none"> <li>• Expenditures and budget for capital improvements and expenditures for the last, current, and following year</li> <li>• Description of the process for the approval of plans for capital expenditures</li> <li>• Explanation of the ability of the institution to adequately fund capital needs</li> </ul>
4.8 Plans for development and improvement within this area.	

**Explanatory notes:**

<sup>4a</sup> Examples of financial GC Working Policies include:

- Working capital (i.e., current assets above the total of current liabilities) should equal or exceed 20 percent of the operating expense, or, for interim statements, the latest 12-month actual operating expense of the latest complete fiscal year
- Liquidity—cash and bank plus securities and investments divided by total current liabilities and gross/certain allocated funds (see GC/NAD Working Policy S 25/73)

<sup>4b</sup> Examples of ways in which financial priorities reflect mission may include:

- Financial programs and policies provide opportunity for a greater proportion of Seventh-day Adventist young people who desire to receive an Adventist education to attend
- Financial programs and policies provide the means for a whole-person educational perspective, by means of a funded work-study program
- Service, witness, and spiritual life programs are adequately funded

## Area 5: Programs of Study

*Standard: The institution provides a curriculum that is of an equivalent standard to other tertiary institutions both in the country and within the Seventh-day Adventist college/ university sector, and that meets the mission and objectives of the institution and church, preparing students for service in the church and in the broader society.*

Criteria for Review	Supporting Evidence
5.1 The institution demonstrates how its own mission, objectives, and core values, and how the mission and beliefs of the Seventh-day Adventist Church are reflected in its programs of study, including those offered through non-traditional delivery methods.	<ul style="list-style-type: none"><li>• A description of curricular development and evaluation procedures that ensure alignment with institutional mission, objectives, and core values, and with the mission and beliefs of the Church</li><li>• A description of how the beliefs, values, and lifestyle practices of the Church are conveyed through the programs of study</li><li>• A description of how the institution prepares graduates for service in the Church as employees and lay members</li><li>• A representative sample of the statements of mission, philosophy, and/or program outcomes or graduate profiles linked to institutional mission, objectives, and/or core values</li><li>• A representative sample of course objectives linked to institutional objectives and/or core values</li><li>• A description of how any alternative learning modalities, including distance education and web-based technology, fulfill institutional mission and integrate its core values, while also contributing toward fulfilling the mission of the Church and integrating its beliefs and values</li><li>• Results from student/alumni evaluations of programs of study that assess effectiveness in transmitting both institutional mission, objectives, and values, as well as the mission and beliefs of the Church, and evidence that results inform curriculum development and revision, with evidence that results inform curriculum development and revision</li><li>• Results from denominational employers that assess institutional effectiveness in meeting the needs of the Church, and evidence that results inform curriculum development and revision</li></ul>

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<p>5.2 The institution demonstrates the implementation of the Seventh-day Adventist philosophy of education and the meaningful integration of faith and learning throughout all disciplines and all course delivery modalities.</p>	<ul style="list-style-type: none"> <li>• A description of curricular development and evaluation procedures that focus on the integration of faith and learning and seek the salvation of the student</li> <li>• A description of procedures that encourage faculty members to approach their discipline from a biblical perspective, throughout all teaching modalities</li> <li>• A representative sample of course syllabi, required readings, teaching materials, learning activities, and evaluations that illustrate the integration of a biblical worldview,<sup>5a</sup> throughout all teaching modalities</li> <li>• A description of ways in which the curriculum promotes whole-person development, including physical, mental, spiritual, social, emotional, and vocational dimensions</li> <li>• Examples of ways in which the curriculum prepares the student for a life of witness and service</li> <li>• Examples of ways in which the curriculum contributes toward character formation</li> <li>• Examples of ways in which the curriculum emphasizes high-level thinking, including application of knowledge, analysis, decision-making, and creative thought and innovation</li> <li>• Results from student evaluations of courses that assess effectiveness in the integration of faith and learning</li> <li>• Results from student and alumni evaluations of programs of study that assess effectiveness in achieving aspects of the Adventist philosophy of education</li> </ul>
<p>5.3 The institution fulfills IBE/IBMTE processes regarding new programs of study and substantive changes to existing programs of study.</p>	<ul style="list-style-type: none"> <li>• Documentation of institutional fulfillment of IBE/IBMTE processes regarding new programs of study and substantive changes to existing programs of study.</li> </ul>
<p>5.4 The institution fulfills the AAA expectation regarding the inclusion of religion courses in the various programs of study.</p>	<ul style="list-style-type: none"> <li>• Documentation that students have met the stated religion requirement in all programs of study, in all modalities offered<sup>5b</sup></li> <li>• Course descriptions for the religion courses utilized in the various programs of study</li> </ul>

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- 5.5 The institution employs best practices in developing, implementing, and updating the programs of study.
- A list of the programs currently offered, including degree requirements, course sequences, course descriptions, and credit definitions<sup>5c</sup>
  - A copy of the academic master plan, specifying priorities regarding degree programs (including any alternative learning modalities), curricula, and instruction
  - A description of how the academic master plan aligns with the institutional strategic plan, with student enrollment trends, and with the availability of financial support for the plans
  - A description and evaluation of the procedures for curricular development, implementation, review,<sup>5d</sup> and change, including the involvement of faculty, administrators, students, and constituency
  - A description of the criteria utilized for initiating and for terminating/suspending programs of study<sup>5e</sup>
  - A description of core curriculum/general education requirements, and an evaluation of their success in supporting the total academic program and institutional mission
  - A description and assessment of any alternative learning curricula (including online, hybrid, and/or blended learning) and/or other nontraditional programs
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- 5.6 Instruction is carefully monitored and is effective.
- A description of the procedures for the evaluation and improvement of instruction, including any alternative learning modalities
  - A sample of the instruments used in the various forms of evaluation of instruction
  - An analysis of the results of recent evaluations of instruction and an explanation of how these have been utilized to plan for improvement
  - A description of the policies and procedures for course syllabi, with results from the most recent audit
  - An analysis of class size and instructor-student ratios, including any alternative learning modalities, in view of institutional policies
  - A description and assessment of the programs that accommodate the unique needs of special students
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5.7 Plans for development and improvement within this area.

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**Explanatory notes:**

<sup>5a</sup> Examples of integrational elements include an understanding of:

- God as the Source of all truth
- The role of revelation, reason, research, and reflection in the understanding of divine truth
- The foundational role of Scripture in each discipline

- The great controversy between good and evil and how this affects each aspect of life
- The elements and formation of a Christian life and worldview
- The moral ethical dimensions of issues within each discipline and the role of biblical principles and values

Other integrational elements may be found in the “Statement of Philosophy,” available online at [adventistaccreditingassociation.org](http://adventistaccreditingassociation.org), as well in essays provided by the Institute of Christian Teaching ([ict.adventist.org](http://ict.adventist.org)) and articles on the topic published by *The Journal of Adventist Education* ([jae.adventist.org](http://jae.adventist.org)).

<sup>5b</sup> The AAA expectation for religion courses in all programs is as follows:

- Undergraduate: Every teacher is encouraged and expected to integrate faith with the discipline in all courses. Three semester (four quarter) credits of religion courses are required for each year of full-time study for a minimum of 12 semester (18 quarter) credits for a four-year degree or 3 semester (4.5 quarter) credits for every 32 semester (48 quarter) credits. Half of the credits must be based on study of the Bible.
- Graduate: Every teacher is encouraged and expected to integrate faith with the discipline in all courses. Two semester (three quarter) credits of graduate-level religion/theology courses are required for each year of full-time study (or the equivalent). At least one course must be based on study of the Bible. These required courses may introduce new material at a graduate level or examine previous knowledge and attitudes so that understanding is reconsidered and synthesized in light of new learning, and accepted practices undergo the rigor of the thoughtful analysis. Team-taught courses in which disciplinary knowledge is combined with religion/theology are acceptable (e.g., business ethics, religion and medicine) but the prefix and primary oversight must come from the religion/theology department. Institution may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework.

<sup>5c</sup> These may be provided through an institution’s *Bulletin*, if it is up-to-date. Degree programs launched after the last accreditation visit must include the date on which they were recognized by the Seventh-day Adventist International Board of Education (IBE) or the International Board of Ministerial and Theological Education (IBMTE).

<sup>5d</sup> A description of the program review cycle should include when a program would be reviewed, justification for the need to review a program (e.g., tracer studies), and involvement of the various stakeholders, as well as the policies governing criteria and process for discontinuation of a program.

<sup>5e</sup> Criteria for new programs should include the following factors, listed in approximate order of importance:

1. Direct contribution of the program to the proclamation of the gospel
2. Response of the program to an expressed high-priority need of the Seventh-day Adventist Church, crucial to fulfilling its mission
3. Alignment with the mission, values, and strategic plan of the institution
4. Response of the program to a frequently expressed need of the constituency and broader community, most directly of the Seventh-day Adventist membership, for themselves or for their families
5. Probability of acquiring any needed national/regional approval and/or accreditation
6. Availability and sustainability of qualified faculty, particularly those who are committed to Jesus Christ and uphold the beliefs of the Seventh-day Adventist Church



7. Availability and sustainability of sufficient number of students, particularly the maintaining of a critical number of Seventh-day Adventist students to ensure a clear Adventist ethos
8. Financial viability and sustainability of the program, especially in terms of its cost/benefit ratio (which considers the investment required to start up the program, the ongoing expense to operate the program, and the probable number of students in the program, evidenced through student enrollment trends in the region/country and the results of formal interest surveys)
9. Availability and/or acquisition of needed physical facilities (including laboratories), equipment, and library resources

## Area 6: Faculty and Staff

*Standard: The institution has a faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and biblical values in the classroom, along with administrative processes to ensure adequate faculty and staff development, and evaluation procedures that include mission-focused elements.*

Criteria for Review	Supporting Evidence
6.1 The institutional policies and procedures that pertain to faculty and staff identification/recruitment and hiring/contracting are aligned with the mission and values of the institution, and the mission and message of the Church.	<ul style="list-style-type: none"><li>• Institutional policies and procedures for identifying/recruiting and hiring/contracting of faculty and staff</li><li>• A description and sample of the criteria and supporting documentation used in the decision-making process for recent faculty/staff acquisitions, including interview questions and the weighting of criteria</li><li>• An explanation of how the institution has integrated missional expectations, of the institution and of the Church, into its policies and procedures on recruiting and hiring faculty and staff</li><li>• Institutional policies and procedures for re-appointment/contract renewal and for promotion</li><li>• A description and sample of the criteria and supporting documentation utilized in the decision-making process for recent faculty and staff reappointments/contract renewals and promotions</li><li>• An explanation of how the institution has integrated missional expectations, of the institution and of the Church, into its policies and procedures for faculty and staff reappointment/contract renewal and promotion</li><li>• Examples of employment contracts redacted to maintain confidentiality, with an explanation of how these convey the expectation of support of the institutional mission and values, and respect for the beliefs and practices of the Seventh-day Adventist Church</li><li>• A statistical table providing religious affiliation of administrators, faculty, and staff, disaggregated by full-time/salary and part-time/temporary contract status, and including an analysis of trends over time</li></ul>

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<p>6.2 The institution's policies and procedures for faculty and staff orientation and development encourage and strengthen faculty support for the mission of the institution and of the Seventh-day Adventist church.</p>	<ul style="list-style-type: none"> <li>• The institutional statement of academic freedom and responsibility</li> <li>• The institutional grievance policy<sup>6a</sup></li> <li>• The institution's policies and procedures for faculty and staff orientation</li> <li>• Evidence that orientation content contributes to a better understanding of the mission and values of the institution and of the mission and beliefs of the Church</li> <li>• The institution's policies and procedures for faculty and staff development, including faculty/staff in any alternative learning modalities</li> <li>• Recent examples of ways in which the professional development experiences have contributed to a better understanding of the philosophy of Adventist education and the integration of faith and learning</li> <li>• Results from faculty and staff assessments of institution-initiated professional development</li> </ul>
<p>6.3 Faculty and staff are effective in their roles as professionals and role models in a Seventh-day Adventist educational institution.</p>	<ul style="list-style-type: none"> <li>• A description of how faculty convey to students the mission, beliefs, and values of the institution and of the Church</li> <li>• The institution's policies and procedures for evaluation of faculty and staff, including in any alternative learning modalities<sup>6b</sup></li> <li>• A description of the overall system for the evaluation of faculty and of staff, including sample instruments encompassing teaching, research, mentoring, and participation in co-curricular activities, as relevant</li> <li>• A description of ways in which the institution integrates institutional and denominational mission, beliefs, and values in faculty and staff evaluation</li> <li>• A description of how results from faculty and staff assessments by students are used to enhance their effectiveness as professionals in an Adventist educational institution</li> <li>• A description of how results from faculty and staff assessments by peers and/or supervisors are used to enhance effectiveness as professionals in an Adventist educational institution</li> <li>• A description of the involvement of faculty and staff in local and wider church activities and responsibilities</li> <li>• A listing of the scholarly research and publications of the faculty since the prior accreditation visit</li> <li>• An explanation of how faculty service and research activities support institutional and Church mission</li> </ul>

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<p>6.4 The institution fulfills the AAA expectation regarding the qualifications of faculty who teach religion courses in the various programs of study.</p>	<ul style="list-style-type: none"> <li>• A table identifying qualifications of faculty who teach religion courses in the various programs of study, including that they hold current ecclesiastical endorsement by IBMTE if teaching at least half time<sup>6c</sup></li> </ul>
<p>6.5 The institution has in place qualified faculty.</p>	<ul style="list-style-type: none"> <li>• A statistical table of faculty members by school and department, disaggregated by academic qualifications, academic rank, employment status (full-time or part-time/contract), years of teaching experience, years of institutional service, denominational affiliation, gender, and those upgrading academic qualifications.</li> <li>• An explanation of institutional policies and procedures that ensure faculty fitness for the courses taught and the programs in which they are involved</li> <li>• An explanation of institutional policies and practices that relate to the number of contract/part-time teachers versus full-time teachers for the various programs</li> <li>• A description of the program for faculty and staff upgrading and professional development, including budget assigned for in-service training, attendance at workshops and seminars, and formal education, and the process and criteria whereby individuals are selected for release time and/or sponsorship</li> <li>• A description of the retention and stability of faculty and of staff</li> </ul>
<p>6.6 Faculty and staff involved in any alternative learning modalities receive adequate training and support.</p>	<ul style="list-style-type: none"> <li>• A list of policies and practices regarding the training and qualifications of faculty and staff engaged in the teaching and supervision of alternative learning modalities</li> <li>• A description of the technical and/or curricular support provided to faculty engaged in alternative learning modalities</li> <li>• An explanation of the policies and practices regarding the workload and assessment of faculty engaged in alternative learning modalities</li> </ul>

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6.7 Policies and procedures pertaining to faculty and staff evidence best practices.

- The current employee handbook, with an explanation of how it is reviewed and updated, and made available to faculty and staff
  - Sample job descriptions of faculty and staff, and an explanation of the updating process and frequency, and the extent to which all employees have received a current job description
  - An explanation of faculty/staff input in the employment process
  - A list of policies and practices regarding teaching load, including an explanation of why these do or do not include committee work and administrative duties, student advisement, and involvement in research
  - A list of policies and practices regarding academic rank, including an explanation of why these do or do not include years of teaching experience, research and publication, and service, including that rendered in the local community and to the denomination
  - A list of policies regarding employment conditions and benefits
  - An explanation of how the institution supports and encourages faculty research and publication
  - A list of policies regarding the disciplining or dismissal of employees
  - Sample service files, with an explanation of policies and procedures by which these are kept current
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6.8 Plans for development and improvement within this area.

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**Explanatory notes:**

<sup>6a</sup> Examples of related documents that can be provided include:

- The institutional statement of professional conduct
- Institutional policies and criteria regarding termination of employment
- Institutional grievance policies and procedures
- Samples of faculty and staff statements of philosophy and/or worldview

<sup>6b</sup> Aspects that may be incorporated in student assessments of faculty and staff include:

- Evidencing positive relationships with students, including mentor and role models
- Taking a personal interest in each student
- Communicating appreciation for the value and potential of the student
- Communicating confidence in divine revelation through the Bible
- Demonstrating biblical norms of conduct and an Adventist lifestyle
- Seeking opportunities to converse about spiritual matters and to guide the student to a personal encounter with Christ
- Helping the student develop a personal sense of mission

<sup>6c</sup> The AAA expectation is as follows:

- Undergraduate: All courses must be taught by a member of the religion/theology department who has a minimum of a master's degree in the discipline or a master's degree and 12 semester (18 quarter) graduate credits in theology/religion. Institutions may adopt

variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.

- Graduate: All courses must be taught by a member of the religion/ theology department who preferably has an earned doctoral degree in the discipline or a master’s degree and 18 semester (27 quarter) graduate credits in theology/ religion. Team-taught courses in which disciplinary knowledge is combined with religion/ theology are acceptable (e.g., business ethics, religion and medicine) but the prefix and primary oversight must come from the religion/theology department. Institution may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.

## Area 7: Library, Resource Centers, and Technology

*Standard: The institution has library, resource centers, and information and communication technology services that provide adequate resources to support the academic program, and policies to adequately address ethical and mission concerns.*

Criteria for Review	Supporting Evidence
<p>7.1 The library and its resources support institutional mission, the transmission of Adventist beliefs and values, and the spiritual development of students.</p>	<ul style="list-style-type: none"> <li>• A description of how the library helps students to distinguish truth from error and to engage in the ethical use of information</li> <li>• Policies for acquiring new library materials, with an explanation of how these policies support the Seventh-day Adventist ethos of the institution</li> <li>• A description of the implications of the institutional stand on academic freedom and responsibility on library operations</li> <li>• An explanation of resources that assist students and faculty in their study of the Bible and faith maturation</li> <li>• A description of processes to identify resources that contribute to a biblical worldview for the various disciplines, with examples of resources acquired</li> <li>• A description of special collections that contribute to institutional mission and faith (Adventist heritage and mission, fundamental beliefs, White Estate resources)</li> <li>• An explanation of how the library supports institution-wide faith activities and community outreach, and upholds the institution's faith-based policies</li> </ul>
<p>7.2 The library and resource centers are adequately staffed and funded, and provide relevant materials to support the degree programs offered.</p>	<ul style="list-style-type: none"> <li>• A list of library and resource staff, their qualifications, job descriptions, and organizational chart</li> <li>• A description of professional development for library staff, including training for the support of any alternative learning modalities</li> <li>• A table identifying the funds budgeted and spent annually during the last three years for book acquisitions, journal subscriptions, audio-visual materials, electronic resources, and library operations, disaggregated by academic areas<sup>7a</sup></li> <li>• A summary of book holdings, journal subscriptions, audio-visual materials, and electronic resources, by subject areas</li> </ul>

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7.3 The library and resource centers operate efficiently and effectively.	<ul style="list-style-type: none"> <li>• An outline of policies, criteria, and procedures for the recommendation, review, acquisition, and weeding of print and electronic resources, including the involvement of the faculty</li> <li>• Data of the usage by faculty and students of the library resources, including an explanation of how distance education and/or nontraditional students obtain library and technology support services</li> <li>• A description of the availability and usage of inter-library loan by faculty and students</li> <li>• An outline of plans and priorities regarding the library and resource center(s), delineating the integration of significant priorities in institutional strategic plans</li> </ul>
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7.4 Institutional technology resources are adequately staffed and funded, and provide sufficient support to the degree programs offered.	<ul style="list-style-type: none"> <li>• A description of the technology area, including its staff, annual budget, equipment, and services</li> <li>• A description of technology available to faculty for classroom use, including policies on acquisition and use, and the degree of faculty input to prioritize needs</li> <li>• A description of the professional support given to personnel in the technology area</li> <li>• A description of funding provided for the institution's technology resources over the past three years</li> </ul>
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7.5 The technology services operate efficiently and effectively.	<ul style="list-style-type: none"> <li>• Data on the usage of the technology resources by faculty and students</li> <li>• Evidence of orientation of students and personnel in the effective application of information technology</li> <li>• An outline of policies and procedures for computer use and internet access that reflect the mission and values of the institution, including an explanation regarding communication of policies and the procedures in case of the abuse of policies</li> </ul>

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7.6 The institution has in place a comprehensive and well-implemented technology resources plan.

- The institutional technology support and resources plan designed to meet the needs of learning, teaching, communications, research, and operational systems, such as course management systems, server security, and authentication software
- An outline of the priorities in technology, delineating how these priorities are integrated in institutional strategic plans
- A description of how the institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure, hardware, software, and facilities to enhance the operation and effectiveness of the institution and to meet institutional goals
- Evidence that the institution systematically assesses the effective use of technology resources and user satisfaction, and uses the results of evaluation as the basis of improvement

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7.7 Plans for development and improvement within this area.

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**Explanatory note:**

<sup>7a</sup> Figures presented should include the percentage of the academic budget devoted to the acquisition and operation (excluding salaries and benefits) of the library (typically 3-5% of the instructional budget).

## Area 8: Academic Policies and Records

*Standard: The institution has clear academic policies and records procedures that are efficient and secure, and which reflect best practice in tertiary institutions.*

Criteria for Review	Supporting Evidence
8.1 Institutional policies clearly reflect Adventist identity and the core values of the institution.	<ul style="list-style-type: none"><li>• Demonstration of how the institution's policies exemplify and communicate biblical principles and values across the following policy areas: <sup>8a</sup><ul style="list-style-type: none"><li>– Lifestyle-related policies</li><li>– Student discipline policies</li><li>– Appeals policies and procedures</li><li>– Grading and other academic policies</li><li>– Residential life and worship attendance policies</li><li>– Service-learning requirements</li></ul></li><li>• A description and assessment of the way in which the academic policies and records and its staff promote and support the transmission of Seventh-day Adventist beliefs and the spiritual development of students</li></ul>
8.2 Policies are clear, communicated to students, consistently applied, and comparable with those of other Seventh-day Adventist institutions of higher education.	<ul style="list-style-type: none"><li>• Description of policies and procedures regarding:<ul style="list-style-type: none"><li>– student recruitment, including financial aid</li><li>– admission and registration</li><li>– class schedules and length of academic terms</li><li>– student records, with notation of any off-campus sites</li><li>– academic conduct (including plagiarism)</li><li>– assessment procedures and processes</li><li>– advancement to candidacy, academic probation, and honors</li><li>– residence requirements, transfer credits, and graduation requirements</li><li>– alumni records</li></ul></li><li>• Explanation of how policies differentiate between undergraduate, graduate, and professional students</li></ul>
8.3 Grade assignment aligns with best practice.	<ul style="list-style-type: none"><li>• A summary of grade distribution by department for the past two academic years</li><li>• A description of the policies and procedures that ensure fairness and consistency in the approach to grading</li></ul>

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8.4 The records area operates efficiently and effectively, ensuring the integrity, security, and confidentiality of student information.

- A description of the way in which the records area is organized and staffed
  - An explanation of the policies and procedures that ensure the integrity, security, and confidentiality of student information
  - Results from a recent assessment of student perception of the records area services provided to the student, including registration and the retrieval of transcripts
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8.5 Plans for development and improvement within this area.

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**Explanatory note:**

<sup>8a</sup> Specific policies that could be discussed may include the following:

- Policies regarding intellectual property with an explanation of how these reflect the core values of the institution
- Policies regarding a student's right to privacy with an explanation of how these reflect the biblical view of human beings
- Policies and procedures that promote student self-governance with an explanation of how this concept operates within the Adventist ethos of the institution
- Policies for accessing electronic media, including procedures in the case of an abuse of policies, accompanied by an explanation of how these reflect Adventist identity and the mission of the institution
- Policies that relate to student misconduct with an explanation of how these reflect a redemptive and transformational approach

## Area 9: Student Services

*Standard: The institution has student services that provide solid support for the personal and spiritual needs of students, and which model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.*

Criteria for Review	Supporting Evidence
9.1 Student services clearly promote and support Adventist identity and the core values of the institution.	<ul style="list-style-type: none"><li>• A description of how the institution identifies the unique needs among student groups and develops plans to respond to these needs, particularly in the context of the mission of the institution, based on a demographic trend analysis (since the prior accreditation visit) of students, disaggregated by age ranges, gender, nationality, off-campus and residence hall status, marital status, denominational affiliation, part-time vs. full-time status, undergraduate vs. graduate status, traditional vs. non-traditional status</li><li>• The philosophy and/or mission statements of the various student services, with an explanation of how these align with institutional mission and core values</li><li>• An analysis of the way each student service area assists in the transmission of Seventh-day Adventist beliefs and values, models and nurtures an Adventist lifestyle, provides for the personal and spiritual needs of students, including those enrolled in non-traditional programs of study, and encourages whole-person development<sup>9a</sup></li></ul>
9.2 The policies and procedures of the student service areas align with institutional mission and values, and with the Seventh-day Adventist philosophy of education.	<ul style="list-style-type: none"><li>• The current student handbook and an explanation of its availability to students</li><li>• A description of incoming student orientation and the commitment expected</li><li>• A description and assessment of student government policies and processes, including an explanation of election process, frequency of meetings, involvement of faculty/staff, and value for institutional objectives</li><li>• A description and assessment of the way students can communicate ideas and concerns to administration</li><li>• An explanation of how the institution fosters student leadership abilities</li><li>• A description of the policies and procedures regarding student discipline, including the line of responsibility for their implementation and an assessment of the effectiveness of implementation and compliance</li></ul>

<p>9.3 The area of student services is well-organized to effectively meet the needs of students.</p>	<ul style="list-style-type: none"> <li>• An organizational chart of the area of student services, a listing of the student services staff, job descriptions, and budget allocations</li> <li>• A description of contacts with parents/guardians/sponsors</li> <li>• A description of programs and facilities for student contacts with faculty outside the classroom</li> <li>• A description and assessment of the student guidance, counseling, career planning, and placement programs</li> <li>• A description and assessment of the student health care services</li> <li>• A description of the services provided by the campus store, as well as bookstore and/or book bank</li> </ul>
<p>9.4 The institution provides adequate student residence experiences.</p>	<ul style="list-style-type: none"> <li>• A description of the policies and procedures pertaining to student residents, and an explanation of their relationship to institutional mission</li> <li>• A description and assessment of the residence facilities for single and for married students</li> <li>• A description of residence supervisory staff, their qualifications, and their professional development pertaining to their position</li> <li>• A comparison of residence cost to the tuition of a full-time student, and to the denominational wage factor (annual) for the area where the institution is located</li> </ul>
<p>9.5 The institution provides appropriate student food services, in harmony with the health message of the Seventh-day Adventist church.</p>	<ul style="list-style-type: none"> <li>• A description and assessment of student food services facilities and equipment</li> <li>• A description of student food services staff, including their qualifications and professional development pertaining to their position</li> <li>• A description of policies and guidelines for student food services, including cafeteria supervision, nutritional aspects of diet, and student input</li> </ul>

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9.6 The institution provides appropriate programs and resources to support student recreation, cultural events, and other co-curricular activities, aligned with institutional mission and values and the philosophy of Seventh-day Adventist education.

- A description and assessment of the programs, objectives, and budgetary resources provided to support student cultural events, recreation, clubs, and other co-curricular activities
- A description of the involvement of students in planning cultural, recreational, and other co-curricular activities
- An explanation of the supervision and coordination of student cultural events, recreation, clubs, and other co-curricular activities
- A description and assessment of the recreational facilities and equipment provided, and their utilization by male and by female students
- An explanation of how the student cultural events, recreation, clubs, and other co-curricular activities are congruent with the Adventist philosophy of education and denominational working policy, and with the mission and values of the institution

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9.7 The institution has in place mission-focused services to address the unique needs of student groups.

- A description and assessment of the student services provided for community students, including personnel responsible and the effectiveness of processes to identify and meet student needs
- A description and assessment of the student services provided for international students, including personnel responsible and the effectiveness of processes to identify and meet student needs
- A description and assessment of the student services provided for students enrolled in any alternative learning modalities, including the training of staff to identify and meet the needs of these students, and the effectiveness of these processes

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9.8 Plans for development and improvement within this area.

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**Explanatory note:**

<sup>9a</sup> Examples of student services which would typically be addressed include, among others:

- Residence halls
- Cafeteria
- Recreational facilities
- Health/wellness services
- Student counseling programs (e.g., career, spiritual, therapeutic, substance abuse)
- Placement services
- Student clubs and activities

## Area 10: Physical Plant and Facilities

*Standard: The institution has a physical plant that provides adequate and well-maintained facilities for the development of a quality education program, and development plans that are supportive of the institutional strategic plan.*

Criteria for Review	Supporting Evidence
<p>10.1 The physical plant and campus facilities promote and support institutional mission, Adventist beliefs and values, and the spiritual development of students.</p>	<ul style="list-style-type: none"> <li>• The campus master plan (including 5- and 10-year schedules for building development), with supporting documents explaining the relationship of the campus master plan to the institutional strategic plan and delineating the realism of financial backing for these plans</li> <li>• A description of how the Adventist philosophy of education is reflected throughout the campus<sup>10a</sup></li> </ul>
<p>10.2 The campus provides an aesthetic environment, evidences upkeep, and operates under a comprehensive maintenance schedule.</p>	<ul style="list-style-type: none"> <li>• A description and assessment of the physical plant staffing, responsibilities, and procedures for the development and maintenance of buildings and facilities, gardens and landscape</li> <li>• Budget allocation and expenditures for the development and maintenance separately of the physical plant for the past 3 years</li> <li>• Maintenance schedule for buildings and other infrastructure</li> </ul>
<p>10.3 The institution has a safe, hygienic, accessible campus, that evidences good stewardship of the environment.</p>	<ul style="list-style-type: none"> <li>• A description and assessment of the campus security services</li> <li>• A description of policies and procedures regulating utilization and maintenance of roads, sanitation, lighting, and water supply</li> <li>• A description of policies and procedures pertaining to accessibility for individuals with physical limitations</li> <li>• A description of policies and procedures to enhance safety and minimize potential liabilities</li> <li>• Evidence that the level of insurance complies with denominational working policy</li> <li>• An explanation of the ways in which the campus evidences environmental responsibility</li> </ul>

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10.4 The physical plant and its services adequately support the educational functions of the institution.

- An explanation of how the size and number of facilities adequately support the student population and the academic programs offered
- Results from periodic surveys of students and personnel regarding the adequacy of the physical plant and campus services, including utilities
- A description of the laboratory facilities that support academic programs and an evaluation of their adequacy
- A description of facilities, equipment, and other resources essential to the viability and effectiveness of any alternative learning modalities, including an explanation of the process by which these facilities, equipment, and resources are evaluated and upgraded

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10.5 Plans for development and improvement within this area.

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**Explanatory note:**

<sup>10a</sup> Aspects which might be presented include the following:

- Examples of spaces for worship, for reflection, for physical activity, for collaborative learning, etc.
- Examples of how the physical plant reflects the stewardship of resources (e.g., ecological facilities, recycling efforts)
- Examples of aesthetic elements and décor throughout the campus that contribute to a sense of mission and/or Adventist identity
- Examples of the use of natural settings as educational contexts



## Area 11: Public Relations and External Constituencies

*Standard: The institution has a public relations program that provides an opportunity for dialogue with external constituencies, that results in useful and accurate feedback to the institution, and that positions the institution and its mission positively in the minds of the various constituent groups.*

Criteria for Review	Supporting Evidence
<p>11.1 Relationships with external entities affirm Adventist identity and the core values of the institution.</p>	<ul style="list-style-type: none"> <li>• Multi-year enrollment and recruiting plan which supports institutional strategy and mission</li> <li>• Demonstration of how branding, publications, advertising, publicity, and community relations foster an understanding of the institution’s spiritual values <sup>11a</sup></li> <li>• A description of ethics and respect demonstrated toward other Adventist educational institutions, especially in terms of student recruitment</li> <li>• A description of how the institution engages its alumni in support of institutional mission</li> <li>• A description of how development and fundraising support the mission of the institution</li> </ul>
<p>11.2 Publications and productions generated by or within the institution evidence breadth, quality, and alignment with institutional mission and values, and with the philosophy of Seventh-day Adventist education.</p>	<ul style="list-style-type: none"> <li>• A list and brief description of institutional publications and media productions since the prior accreditation visit, and of the policies and procedures governing their development and production</li> <li>• A list and brief description of student publications, including frequency and circulation</li> <li>• A description of the policies and procedures regarding institutional advisement and supervision of student-sponsored or coordinated publications</li> </ul>
<p>11.3 The institutional website and presence on social media are current, accurate, attractive, and representative of the mission and values of the institution.</p>	<ul style="list-style-type: none"> <li>• A description of the policies, procedures, and personnel involved in development of and placement of information on the institutional website and through social media</li> <li>• An explanation of how the institutional presence on the internet is mission-focused and maximizes its effectiveness as a public relations and recruitment tool</li> </ul>

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- 11.4 The public relations, marketing, and recruitment programs are well-developed, distinctively Seventh-day Adventist, and effective.
- A description of the public relations policies, procedures, budget, and personnel involved
  - An explanation of the way in which the institution presents its unique mission as a Seventh-day Adventist institution and promotes its academic programs, plans, and services to its constituency and other publics
  - An assessment of the response from constituency and other publics, including the government, to the public relations efforts of the institution, including a clear and attractive image as a Seventh-day Adventist institution
  - The communications plan for emergency situations, identifying the institutional spokesperson for the media, as well as constituency and government authorities
  - A description of the marketing and recruitment program, including the support and/or involvement of the board, administration, faculty, and staff
  - An evaluation of the marketing and recruitment strategy, including its linkage with the institutional strategic plan and its effectiveness
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- 11.5 The institution is responsive to community and constituency needs.
- A description and assessment of institutional programs and activities, including the provision of educational opportunities, targeted at helping the local community
  - An explanation of the means of identifying community needs and receiving community feedback
  - An assessment of the effectiveness of institutional programs and activities focused on its surrounding community, including institutional perception
  - An explanation of the means of identifying constituency needs and receiving feedback
  - An assessment of the perception of the institution in the eyes of its constituency, including local churches
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- 11.6 Alumni are well-connected to the institution, which conducts periodic assessments of its graduates.
- A description of the institutional programs, processes, budget, and staff related to alumni, including organization and opportunities to give input and support to institutional plans and programs
  - An assessment of alumni participation in and support of institutional plans and programs, and the linkage of these with overall institutional strategy
  - Instruments used to gather information from alumni
  - Explanation of the periodicity, scope, content, and processes of the formal assessment of graduates
  - Results from the most recent assessment of graduates, including continuing commitment to the mission and message of the Seventh-day Adventist Church
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11.7 Plans for development and improvement within this area.

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**Explanatory note:**

<sup>11a</sup> It may be helpful to include a representative sample of materials utilized in advertising and student recruitment, accompanied by an explanation of how these convey the institution's philosophy and core values.

## Area 12: Pastoral and Theological Education

*Standard: The institution has pastoral and theological education with a curriculum that is of an equivalent standard to other tertiary institutions offering pastoral and theological education within the Seventh-day Adventist college/university sector, and that meets the mission and objectives of the institution and church, particularly in the preparation of students for denominational service.*

Criteria for Review	Supporting Evidence
<p>12.1 The programs of study are congruent with institutional and Church mission and are aligned with IBMTE/BMTE requirements.</p>	<ul style="list-style-type: none"> <li>• The curricula and graduation requirements for the various pastoral and theological programs, including all alternative learning modalities</li> <li>• An explanation of how the programs of study are congruent with institutional mission and of the Seventh-day Adventist Church</li> <li>• A table mapping the pastoral and theological curricula to those outcomes and competencies identified as essential by IBMTE/BMTE</li> <li>• Dates on which the various programs were recognized by the IBMTE</li> </ul>
<p>12.2 The faculty members in the pastoral and theological programs are qualified to teach in the various disciplines.</p>	<ul style="list-style-type: none"> <li>• A list of all faculty teaching in the pastoral and theological programs, including academic preparation, areas of specialization, professional qualifications, and courses taught</li> <li>• Evidence that all courses are taught by a member of the religion/theology department who has an earned doctoral degree in the discipline or a master's degree and 18 semester (27 quarter) graduate credits in theology/religion.</li> </ul>
<p>12.3 The faculty is involved in the spiritual development and the professional formation of pastoral and theology students.</p>	<ul style="list-style-type: none"> <li>• A description of the nature and level of faculty involvement in the spiritual development of pastoral and theology students, including those enrolled in alternative learning modalities</li> <li>• Results from evaluations of current students and of recent graduates regarding the quality of the overall spiritual development and pastoral formation program and of the involvement of the theology faculty in the program</li> </ul>
<p>12.4 The faculty members are involved in the life of the Church at various levels.</p>	<ul style="list-style-type: none"> <li>• A description of the breadth of pastoral and theology faculty involvement in the life of the Church at various levels, and an explanation of how this affects their classroom effectiveness</li> <li>• Examples of faculty annual reports</li> </ul>

12.5 Pastoral and theological students are involved in evangelistic and nurturing activities connected with their educational experience.	<ul style="list-style-type: none"> <li>• A description of the involvement of pastoral and theological students in evangelistic and nurturing activities, including those enrolled in alternative learning modalities, with an explanation of how these activities are linked with the academic program</li> <li>• Results from student program evaluations and graduate surveys of involvement in evangelistic and nurturing activities as a part of the academic program</li> </ul>
12.6 The Board of Trustees/Council holds the administration accountable to ensure pastoral and theological programs and faculty are focused on and supportive of the message and mission of the Seventh-day Adventist church, including current ecclesiastical endorsement of all religion/theology faculty.	<ul style="list-style-type: none"> <li>• Board/Council approved goals related to pastoral and ministerial graduate success and accepted performance indicators</li> <li>• A description of program review policies and procedures established by the Board /Council and utilized by the administration to ensure that the pastoral and ministerial programs are focused on the message and mission of the Church</li> <li>• Reports of the program reviews</li> <li>• A description of faculty appraisal policies and procedures established by the Board /Council and utilized by the administration to ensure that pastoral and ministerial program faculty are supportive of the message and mission of the Church</li> <li>• Reports of the faculty appraisals</li> <li>• A list of all religion/theology faculty, including ecclesiastical endorsement status for all religion/theology teachers who teach at least half time and explanation for any who are not endorsed or are in “under review” status</li> </ul>
12.7 The dean/department chair and the other faculty in the school/department are selected to ensure that they understand the needs of the Church and are fully supportive of its mission and beliefs.	<ul style="list-style-type: none"> <li>• A description of the policies and procedures by which the pastoral and theological faculty and the dean/chair are selected</li> <li>• Compliance of the institutional process with IBMTE requirements</li> </ul>
12.8 The institution has a formal system for evaluating faculty and supervisor performance in the pastoral and theological programs.	<ul style="list-style-type: none"> <li>• A description of the policies and procedures for evaluating pastoral/theological faculty performance, including support of mission</li> <li>• An explanation of how the evaluation system provides for fair treatment of faculty, while ensuring that the institution will transparently uphold Adventist beliefs<sup>12a</sup></li> <li>• A description of policies and procedures for selecting, developing, and evaluating internship supervisors</li> <li>• A sample of evaluation instruments and results</li> </ul>

12.9 The program includes the evaluation of progression and placement procedures.	<ul style="list-style-type: none"> <li>• Policies and procedures regarding student progression</li> <li>• A description of placement procedures<sup>12b</sup></li> <li>• Statistics regarding the placement of graduates</li> <li>• Results from field evaluations of the effective formation of graduates, including assessments of ministerial interns by supervising pastors</li> </ul>
12.10 Effective communication is sustained between the department/school and the wider Church constituency.	<ul style="list-style-type: none"> <li>• A description of communication processes between the department/school and the Church constituency, particularly in terms of matters such as program content and the specific needs of the constituency</li> <li>• Results from evaluations by the Church constituency of the effectiveness of these communication processes</li> </ul>
12.11 The institution has in place means to assess and improve the effectiveness of the pastoral and theological education programs.	<ul style="list-style-type: none"> <li>• A description of the means in place to assess and improve the effectiveness of the pastoral and theological education program, including all alternative learning modalities, in meeting its stated mission</li> <li>• Results of program assessments from recent graduates, employers, and Church leadership</li> <li>• Examples of the use of evaluations for making program improvements</li> </ul>
12.12 Plans for development and improvement within this area.	

**Explanatory notes:**

<sup>12a</sup> Examples of evaluation system components:

- Student assessments
- Feedback from peers and from leadership
- Measures of graduate satisfaction/success
- Assessment of mentoring pastors
- Faculty plans for improvement

<sup>12b</sup> While placement refers principally to formal employment by the church for graduates to become a church pastor (or intern), placement may also apply to those graduates who join supporting ministries or become volunteers.