



Caribbean Evangelical Theological Association

Guide to Conducting Self Study, 2010

Compliance Document

The Self Study is the major compliance documents prepared by the institution. The purpose of the document is to assess the state of an institution's implementation of the CETA Standards for Accreditation, comprising both the Standard itself and the bulleted Essential Elements. In this discussion the words standards and criteria will be used interchangeably. The standards represent the historically developed set of agreements created by the institutions that make up the Association to describe the characteristics of quality higher education. The criteria are not ideals to be attained, but building blocks essential in the development of a quality educational institution. Essential Elements delineate, as their designation implies, the Standards' most essential aspects, helping to explain the meaning and implications of the Standards. The Self Study can be represented by a series of boxes. (See *Figure 2*) For this document, there are three major parts: the introduction, the body, and the conclusion. The body, in this case, has 12 major sections, each representing one of CETA's twelve standards.

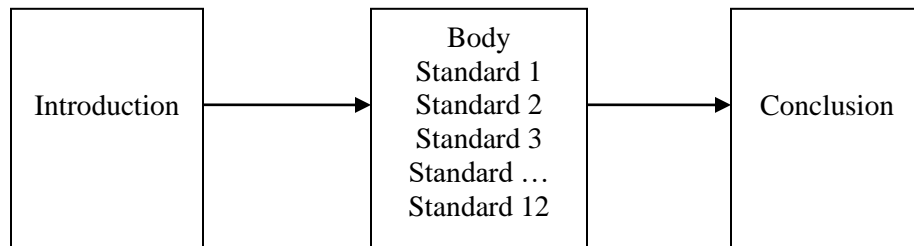


Figure 2

Introduction

The introduction to the compliance document should briefly describe the history and mission of the institution. In most cases, the material on the history and mission presented in the compliance document will be carried forward into the other accreditation

documents. Although this introduces redundancy, differences in potential audiences justify developing each document to be freestanding. Users of a given Self Study document should be provided basic background material regarding the institution, regardless of their access to the remaining documents. The introduction should include details regarding both the document's development and the participants in the process. Depending on the size of the school, the participants may be the same or entirely different persons from those who will work on the other self study materials. More often than not there will be overlap in personnel and processes.

Body

For institutions completing a comprehensive compliance document, the body should include a separate section for each of the twelve CETA accreditation standards. Subject to consultation with and prior approval of Accrediting Coordinator, member institutions concurrently conducting comprehensive self-studies for reaffirmation of national accreditation may designate the comprehensive self-study document prepared for regional reaffirmation as their compliance document. In such cases, the institution must provide a table indexing CETA Accreditation Standards to those of the national body and must separately address every CETA Standard or Essential Element not covered in the national body's standards.

For institutions completing the comprehensive self-study document, the body of the document should be organized using the same outline that exists in the *Standards for Accreditation* presentation of the criteria. Accordingly, the first section of the document's body would be identified as "1. Mission, Goals, and Objectives." The second section would be "2. Assessment and Planning" etc. For each section, the criteria headings should be listed just as they are presented in the *Standards for Accreditation*. Each standard is a concise description of the excellence that should characterize an institution of biblical higher education.

Since users of the compliance document will normally have ready access to the CETA *Standards for Accreditation*, it is not particularly necessary to write out each criterion

statement in full. Even so, some administrators may prefer to have the full description of the standard included in the text to ensure that institutional personnel are comprehensive in their responses. Additionally, it will help users of the document who may not have ready access to the statements of standards. Either approach is acceptable to the CETA Accrediting Commission.

Essential Elements

The Essential Elements associated with each Standard are presented as “bulleted” items under each of the twelve general Standards. While these items are considered essential to fulfillment of the Standard, simply utilizing the essential elements as a “checklist” for determining fulfillment of the Standard represents an inadequate self-study approach. The compliance document should demonstrate that the institution has engaged in collective qualitative reflection upon the nature and extent of its fulfillment of the overall Standard and has not merely inventoried certain essential considerations. In other words, “the whole is greater than the sum of the parts.” In cases where an institution may not fulfill one of the Essential Elements, the compliance report should offer justification for any deviation from this element of the Standard.

Questions

Additionally, to provide further help in the self-study process, a set of questions relating to each of the twelve standards of accreditation and the associated essential elements has been prepared. These questions have a primary and a secondary purpose.

- (1) Primarily they are intended to enable the institution to identify the various issues entailed in the standard.
- (2) Secondarily they are intended to assist the evaluating team to measure the institution’s level of achievement with respect to the standard.

The questions are designed to stimulate thinking at the beginning of the institution’s self-study process. They should foster engagement with the full scope of the stated essential elements. However, these questions should always be considered in the context of the institution’s mission and uniqueness.

The related questions, as with the essential elements, are not intended to serve as an outline for the self-study document. Rather these should facilitate reflection commensurate with the breadth and depth needed in the self-study process. Reflection on these issues should facilitate an appropriate outline of material to be incorporated in discussing each standard.

The following cautions should be noted.

- (1) As indicated, the questions should not be considered to be accreditation criteria. They simply suggest ways in which the institution may demonstrate compliance with the standard.
- (2) Not all questions will apply to every institution.
- (3) Although the essential elements must be treated comprehensively, neither the essential elements nor the questions are intended to serve merely as an outline for the self-study report.
- (4) Some questions are intentionally phrased to solicit a “yes” or “no” answer and thus may help to serve as somewhat of a check list to determine the institution’s compliance.
- (5) Most questions are designed to solicit descriptive evidence of the institution’s compliance.
- (6) Reflection on the questions should result in a self-study report characterized by a balance of descriptive and evaluative content.

Components of a Response

For each standard, a discussion should be presented using several headings. The first heading should use a term that denotes an “analysis” using the descriptive and or evaluative content mentioned in paragraph (6).

Description/Explanation/Analysis

Under this heading, there should be a presentation that explains the institution’s situation in relation to the criterion. In the context of both the “essential elements” and the “questions for institutional engagement,” personnel responsible for preparation of the



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compliance document should create an outline for organizing this presentation that is appropriate to the unique circumstances of the institution. To gather the needed data for the presentation, institutional personnel will often have to do research to discover how the institution is doing with respect to the requirements of the Standard and its associated Essential elements. Simple surface responses are not normally acceptable. A good presentation will often require that data be compiled in such a way that statistical ratios can be computed for comparisons with national norms. It may be necessary to develop survey instruments for use in gaining stakeholder input regarding specific compliance questions. It may be necessary for units or individuals to study their own practices or characteristics, feeding their specific findings to an individual or committee assigned to aggregate data in an effort to determine whether compliance has been achieved.

To determine whether faculty members have appropriate credentials for their instructional assignments, for example, each faculty member may be asked to review the transcripts of his/her own graduate work in the context of his/her specific instructional responsibilities. The purpose of such a review is to determine those specific graduate level courses the faculty members have taken that qualify them to teach their assigned course content. Faculty members can be asked to identify the professional development activities or experiences that would enable them to strengthen their own preparation for completing their assigned instructional responsibilities. When the results of such careful self-analysis are brought together and aggregated, the institution is in strong position to judge the adequacy of its compliance with the criterion on faculty preparation. Additionally, it should have the information needed to prepare a comprehensive faculty development program designed to address weaknesses and/or increase instructional effectiveness. The object of such an exercise is to learn something new that is not readily evident at the outset of the project.

In the past, the response to a specific criterion has often had the “flavor” of a public relations document designed to convince “existing members” that the institution is “good enough” to belong to the “club” (or, in this case, accrediting body). Such a presentation is unacceptable and should be avoided. A good response will have a “dispassionate,”



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critical flavor. The goal is to be as objective as possible, so that outsiders reviewing the presentation will be able to confirm its accuracy. To the maximum degree possible, the presentation should be based on data that adds objectivity to the process. Subjective opinions collected and analyzed systematically constitute objective data for the researcher. Some institutions have tended to respond to standards by simply guiding the self-study reader to the relevant institutional policies and procedures that document institutional practices. The problem with this approach is that institutions often fail to effectively implement their own policies and procedures. The self-study process will be much more valuable to the institution internally and all external users of the materials produced when appropriate research is completed to determine how well policies and procedures are being implemented. Normally, this will entail the using surveys or interviews with various institutional stakeholders to gather their opinions regarding these matters. From such research, many useful lessons will be learned that will facilitate steps towards improvement.

It is suggested that supporting data be placed in an appendix to the compliance document. Do not unnecessarily pad the document's text with support. The text should only make reference to the appropriate appendix. When easily correctable deficiencies are observed, they should be fixed as quickly as possible during the self-study process. For deficiencies that have been resolved, it is helpful to include a sense of the process used in the text. As appropriate, incorporate before and after comparisons in the document's appendices. Where applicable, use normative data as the basis for drawing evaluative conclusions. If there is a significant discrepancy between the norms and the institution's own statistics, explain the reason for the deviation. Obviously, if a deviation cannot be justified, recognize that an issue has been identified for future action.

Evaluative Conclusion

Once the essential response for a specific criterion has been completed, the next heading should be something like "Evaluative Conclusion." The purpose of this section should be to draw a clear-cut conclusion regarding the state of the institution's compliance with respect to the criterion being examined. Statements such as "the



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institution complies with the criterion,” or “the institution does not comply with the standard are appropriate. Most of the time qualified statements will be necessary. The essential elements clearly indicate that each criterion is multidimensional. Institutions may be strong in meeting some of the aspects of the criterion, but weak in meeting other facets of the expectation. Accordingly, it may be desirable to acknowledge that, “while the institution is strong with respect to..., it needs to strengthen its compliance with...” Where statements are qualified, it is important to explain the reasons for the qualification as part of the evaluative conclusion. Claim of full compliance should be avoided unless each facet of the criterion is clearly satisfied.

CETA sends evaluative teams for the purpose of validating an institution’s own self-study conclusions. Obviously, if no conclusion has been determined in the self-study materials, the team members have nothing to validate. Given the team’s validating role, it is easy to understand the importance of drawing evaluative conclusions. The mark of a successful team visit is one where, after the team departs, institutional personnel agree that nothing new was learned as a consequence of the team’s visit. Under such circumstances, some personnel may feel that the team visit was a waste of time. In fact, however, the team’s validation of the institution’s good self-study work enables institutional personnel to implement their plans with a high level of confidence.

Documentation

For each section of the body of the compliance document, the data used to support the analysis the institution’s implementation of the CETA standard should all be identified. It is recommended that a record of the support for the analysis and evaluative conclusions be included under a heading entitled something like “documentation.” The support will include items placed in an attached appendix, exhibits, files located on campus etc. Knowledge of where to find support for evaluative conclusions will be very helpful to the team members during their campus visit. More importantly, it will probably be useful to internal institutional personnel who may not be familiar with a particular administrative/academic unit.

Issues/Recommendations

A final heading that may be used is “Issue(s) or Recommendation(s).” If the institution is in full compliance with a specific standard and its associated essential elements under study, there is likely no need to identify an issue or recommendation. If, however, there are areas of weakness or non-compliance, the issue or recommendation for correction should be recognized. Ideally, all of the recommendations or issues identified for a given standard will be collected and summarized at the end of each section of the document body. It is also good practice to list all of the major issues or recommendations in the conclusion of the document.

Questions often arise as to the amount of detail that should be utilized in addressing the standards in the compliance document. Generally speaking, institutions that are working through candidacy or initial accreditation should be quite detailed in their approach to the standards. Mature institutions may feel free to employ a broader, big picture approach. Whenever there is doubt that the expectations of a standard are fully met, it is best to assume a conservative (i.e. more detailed) approach. In the context of this background information, the questions for each of the 12 standards are presented:

1. MISSION, GOALS, AND OBJECTIVES

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. What review process is being used to ensure that the mission statement is appropriate to biblical higher education, faithful to the institution’s historic purpose, and yet current?
What constituencies participate in this process?
2. To what extent is there evidence that the mission statement is broadly understood by members of the internal constituency?
3. What procedures are being followed to confirm that the mission is communicated clearly to the external constituency?
4. To what extent do the goals reflect the institutional mission and values?
5. In what ways does the institution ensure that its educational objectives are used as guides for decision-making, resource allocation, and program development?
6. How does the institution ensure that its mission statement, institutional and program objectives are regularly reviewed and modified?

2. ASSESSMENTS AND PLANNING

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. Does the institution have a written plan that includes the assessment of academic programs, academic support services and institutional support services?
2. Is there evidence that assessment operates on an annual cycle?
3. What evidence demonstrates the process is in place to ensure that assessment plans are funded?
4. Who is the identified person or group responsible for institutional assessment?
5. What is the balance between quantitative and qualitative assessment measures?
6. What patterns of evidence show that educational objectives have been achieved?
7. How are assessment data analyzed and distributed to the appropriate constituencies?
8. To what extent does assessment identify areas of weakness that should be strengthened in the planning process?
9. To what extent are faculty, staff and administration involved in the planning process?
10. Is the plan presented to the Board for final approval?
11. To what extent is there evidence that assessment impacts planning?
12. How is the institution's vision reflected in planning?
13. What fiscal analysis is done to ensure that plans are realistic?
14. What strategies are in place for the implementation of the plan?
15. How is success in achieving planning goals monitored?

3. INSTITUTIONAL INTEGRITY

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. In what ways does the institution demonstrate that it promotes and upholds sound ethical practices and respect for people?
2. What patterns of evidence demonstrate that the institution accurately describes its programs and practices through publications, public statements, and advertising?
3. What evidence is available to demonstrate the effectiveness of the institution's conflict management policies?
4. What issues of diversity have been addressed and how?
5. How does the institution assure that its students and employees grievances and complaints are addressed promptly and equitably?
6. What records are maintained of student complaints?
7. What evidence is there that the institution learns from its complaints and improves

services?

8. How does the institution demonstrate integrity in its communication with accrediting and government agencies on issues of compliance?
9. What evidence is there that fund raising practices accurately present the needs of the institution and protect the interests of the donor?

4. AUTHORITY AND GOVERNANCE

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. If government authorization is required to offer credentials, what evidence is available to demonstrate compliance with these requirements?
2. How does the institution's constitution safeguard its core values? How do bylaws provide a clear understanding of the institution's organizational structure, including clear lines of authority/responsibility?
3. How does the board carry out its role of exercising fiduciary responsibility, financial oversight, and fund raising?
4. What organizational structures exist to enable the board to fulfill its responsibilities?
5. What evidence exists that the board understands its role in policy formation? Has the board effectively delegated the implementation of policy to its administration and faculty?
6. Is there evidence that the board and administration are operating under sound principles relative to conflicts of interest?
7. How does the board monitor the qualifications of its members? What evidence is available to demonstrate that board members reflect the diversity of race, ethnicity, gender, and professional skill competencies necessary to adequately represent the constituency?
8. How does the board evaluate the performance of its members and what effect does its evaluation process have on the recruitment, orientation, and retention of its members?
9. How does the board relate to affiliated organizations and is the board of control able to make decisions without undue influence?
10. What evidence demonstrates that the board regularly evaluates the performance of the institutional CEO?

5. ADMINISTRATION

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. What evidence is available to demonstrate that the chief executive officer has adequate resources and authority to discharge his/her duties?

2. Is there evidence that administrative leaders have the appropriate academic and professional backgrounds to discharge their duties? In what ways do these individuals reflect the institution's constituency?
3. In what ways are accountability structures clearly defined? What evidence is available to demonstrate that job responsibilities are clearly outlined?
4. What evidence demonstrates that the institution has staff appropriate for its type, size, and complexity?
5. What evidence demonstrates that the institution has effective processes in place for recording, maintaining, and securing accurate administrative records?
6. How effective is the system for evaluating the work performance of administrators?

6. INSTITUTIONAL RESOURCES

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. Can it be demonstrated that the institution is adequately staffed with qualified personnel who provide basic services for the various administrative functions?
2. Can it be demonstrated that enabling documents, descriptions of administrative structure and decision-making, institutional policies and procedures, and current job descriptions are documented in written form and distributed appropriately?
3. What processes are in place to communicate to employees their rights and responsibilities?
4. Can it be demonstrated that the evaluation of employees is consistent, fair, and documented?
5. What evidence is available to demonstrate that the institution's budget provides adequate financial resources for employee welfare?
6. What programs for professional growth and development are in place?
7. What evidence suggests that the institution provides a climate that fosters job satisfaction, collegiality and respect among personnel?
8. What programs are in place to recruit employees from under-represented populations?

6b. FINANCIAL RESOURCES

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. How do the institution's calculated scores/financial ratios reflect the commission's standards?
2. Do the operating results of the last five fiscal years demonstrate financial stability?
3. What procedures are in place to ensure that the board provides adequate oversight of

institutional finances?

4. Are financial reports distributed to satisfy reasonable accountability obligations to the interested publics?
5. What evidence confirms that annual audit reports comply with generally accepted accounting practices?
6. What internal controls have been developed and implemented to minimize potential losses from mistakes or dishonest actions?
7. How do budgeting processes involve persons responsible for resource allocation, employ appropriate steps for approval and control, and result in the production of regular financial reports?
8. What procedures ensure institutional effectiveness in managing accounts receivable and payable?
9. How successful is the institution in cultivating new sources of revenue?
10. What reserve funds are available to the institution in the event of an unexpected emergency?
11. How does the institution effectively manage risks through the application of sound policies, the diversification of investments, the use of appropriate levels of insurance, and the maintenance of appropriate reserve funds?
12. How are the budgeting and planning processes linked?

6c. PHYSICAL RESOURCES

QUESTION FOR INSTITUTIONAL ENGAGEMENT:

1. What evaluation processes are employed to ensure that facilities and equipment are sufficient and well maintained to support quality education?
2. What planning processes are employed to determine future physical resource needs?
3. Can it be demonstrated that utilities are economically operated and designed to be environmentally responsible?
4. If facilities are leased, does the lease include adequate protection to allow sufficient time to make alternate arrangements?
5. What evidence illustrates that facilities are systematically renewed to ensure full function for the present and the future?
6. What deferred maintenance needs have been identified and what plans are being made for funding them?
7. By what means are facilities adequately protected from safety and health threats? Is evidence available to confirm that facilities are operated in compliance with health, safety,

and disability codes?

6d. TECHNOLOGICAL RESOURCES

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. How effectively do the institution's technological capacities support its mission, goals and objectives?
2. What changes have been made to take advantage of technological advances?
3. What priorities have been established for improving and expanding the utilization of technology?
4. How effectively are technical resources being utilized to serve various departments and functions?
5. What training is being provided for technical personnel and general institutional users?
6. To what extent are users dependent on technical personnel in utilizing the institution's technical resources?
7. How are policies regarding use of technology communicated to appropriate parties?
8. Can it be demonstrated that the technical equipment operates with an appropriate degree of reliability?
9. Can it be demonstrated that network arrangements and software are sufficiently up-to-date to meet institutional needs?
10. To what extent does the institution have policies and procedures in place to protect privacy rights and confidential data?

7. ENROLLMENT MANAGEMENT

7a. RECRUITMENT

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. How do recruitment strategies reflect the mission of the institution?
2. What evidence exists that admissions personnel communicate clearly and in a timely manner with prospects and applicants?
3. What procedures are in place to evaluate and upgrade recruitment materials?
4. To what extent do recruitment strategies enhance the diversity of the institution's constituency and community?

7b. ADMISSIONS

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT

1. What measures are used to ascertain the spiritual commitments and goals of applicants?

2. What data is collected to evaluate an applicant's academic ability?
3. What evidence exists to demonstrate that the admissions criteria are consistently applied?
4. How are the admissions testing results used to address student needs?
5. What procedures are in place to document that under-prepared students have the "ability to benefit?"
6. Are under-prepared students accepted conditionally, and if so are these conditions clearly communicated to the student at the time of acceptance?
7. What percentage of admitted students are admitted without the appropriate qualifications and how do they demonstrate their ability to benefit?
8. Can it be demonstrated that the institution's written policy governing the acceptance of transfer credit is communicated to applicants prior to enrollment?
9. Can it be demonstrated that transfer credit practices are consistent acceptable practice and/or with the requirements of the Association's policy on awarding credit?
10. How and when are transfer applicants informed of the credit to be awarded to them?
11. Are official transcripts retained in the student's academic file to support the award of credit?

7c. FINANCIAL AID

ESSENTIAL ELEMENTS

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. Does recruitment literature inform applicants of the eligibility requirements, imposed conditions, and amounts of financial aid available to them?
2. When and how are financial aid decisions communicated to applicants?
3. Can it be demonstrated that financial aid practices meet relevant legal and regulatory requirements of government agencies?
4. To what extent are institutional funds used for scholarship purposes?

7d. RETENTION

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. What evidence exists to document that assessment results are used to improve enrollment management processes, with special attention to student retention, persistence, and attrition?

2. What measures are taken to determine the effectiveness of the academic support programs for at risk students?
3. What evidence is available to demonstrate that the institution is able to attract and retain gifted students?
4. Can it be demonstrated that longitudinal retention studies are used to improve the admissions and educational processes?

8. STUDENT SERVICES

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. Are student service programs appropriate to the institution's mission and objectives?
2. To what extent are orientation and services provided for every student regardless of location or educational delivery system?
3. What evidence demonstrates that student services accommodate the diversity that exists within the student body?
4. What programs are in place to encourage appreciation for cultural differences?
5. To what extent do student services complement and support the academic programs?
6. How effectively have student services been used to integrate the academic and personal development of students?
7. Is there evidence that professionally competent student services personnel are empowered to implement an effective student life program?
8. What evidence demonstrates that co-curricular programs facilitate leadership development?
9. What systems are in place to determine student utilization of and satisfaction with services provided and what evidence exists to demonstrate that institutional change has taken place in response to data collected?
10. Is there evidence that an effective program of student government has been implemented?
11. Can it be shown that an array of extra curricular activities, appropriate to the make up of the student body, promotes the students' spiritual, intellectual, and social development?
12. Is there evidence that residential services meet student needs and contribute to the development of community life?
13. Is there evidence that fair and reasonable disciplinary procedures are in place for restorative purposes?
14. Are the standards for community life clearly communicated to applicants and students via an appropriate medium?

15. To what extent do students participate in institutional decision-making processes and influence institutional policy changes?
16. What written procedures are in place for students to process complaints against the school or its personnel?
17. Do formal records of complaints comply with any relevant government regulations and demonstrate their satisfactory resolution?
18. To what extent can it be demonstrated that counseling and health services adequately support and promote student physical and emotional well-being?
19. Does the institution address the physical disabilities of students in compliance with applicable laws?

9. FACULTY RESOURCES

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. What evidence suggests a spiritually mature faculty who are providing a Christ-like role model for students?
2. What evidence indicates that the number of faculty is adequate to ensure the continuity, coherence, and quality of academic programs?
3. What percentage of faculty hold at least a baccalaureate degree for the diploma level, a master's degree for the baccalaureate level, and a doctoral degree for the master's level from accredited institutions in their primary teaching areas?
4. What percentage of faculty have completed at least 15 graduate credits from accredited institutions in their second teaching area? Are exceptions documented by personal vitae?
5. What percentage of faculty hold terminal degrees from accredited institutions?
6. Can it be demonstrated that the institution has up-to-date documentation of faculty credentials?
7. Can it be demonstrated that the institution has developed and implemented policies and procedures for the recruitment, appointment, promotion, tenure, grievance, discipline, and dismissal of faculty based on principles of fairness and regard for the rights of individuals?
8. Does the institution maintain a current faculty handbook that delineates all policies and procedures related to faculty rights and responsibilities?
9. What evidence indicates that the institution follows a process of faculty appointment that includes appropriate involvement of related academic personnel and administration?
10. What evidence indicates that faculty are contributing to the increase of knowledge,

strengthening of the church, and the enhancement of the community?

11. What documentation indicates faculty involvement in the development and assessment of the educational programs?
12. What evidence is available to demonstrate that the faculty provides academic leadership and governance consistent with their professional competence?
13. How does the faculty represent the ethnic and religious diversity of the student body?
14. What evidence is there that adequate institutional funds are expended for the professional advancement and development of faculty?
15. What evidence is available to demonstrate that the institution has adequately documented and implemented a statement of academic freedom within the context of the institutional mission?

10. LEARNING RESOURCES

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. Are there written descriptions of the structure, policies and procedures that facilitate the management of learning resources?
2. Is there a credentialed director who has faculty status and who is adequately supported by qualified personnel?
3. Has the library staff developed a written statement that details the mission purpose and objectives of the library and articulates a philosophy of librarianship consistent with the character of the institution?
4. To what extent do representatives from the library staff participate in curricular planning?
5. Is there evidence that a committee composed of library and faculty personnel functions effectively to develop learning resource policy and guide the allocation of resources?
6. What patterns of evidence are available to illustrate that the faculty is engaged in the analysis of resource adequacy and the selection/de-selection of resources?
7. What evidence is available to demonstrate that the collection of learning resources includes a variety of media formats?
8. What evidence is available to demonstrate that adequate funding is provided to procure essential learning resources and to sustain the use of current technology?
9. What evidence demonstrates that users are provided adequate reference and information assistance?
10. What evidence is available to demonstrate that both faculty and students adequately utilize learning resources?
11. What evidence demonstrates that the library staff collaborates with information technology

personnel in the maintenance and development of technical resources.

12. How involved is the library staff in the teaching of literacy skills?
13. How can it be demonstrated that records are sufficiently complete and preserved to facilitate effective management of learning resources?
14. Can it be demonstrated that regular communications are available within the library environment and throughout the institution to provide up-to-date information on learning resources and services?
15. What evidence is available to demonstrate that policies, procedures, and facilities are utilized to safeguard learning resources and facilitate their usage?
16. How do written agreements document cooperative arrangements with external institutions and protect student interests?
17. To what extent is the institution providing resources internally and externally to meet the needs of students and programs?

11. ACADEMIC PROGRAMS

11a. CURRICULUM

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. What research has been undertaken to measure student learning in comparison to students studying at the same level in the general higher education community?
2. What evidence is there that students are engaged in higher level cognitive activities such as research and critical analysis? How are faculty actively engaging students in mutual pursuits of scholarship?
3. What evidence is there that learning outcomes appropriate to the credential offered are being achieved?
4. To what extent is there evidence that direct study of the Bible is required and that this study results in the mastery of skills necessary for lifetime study of the Scriptures?
5. What faculty development programs are in place to encourage effective integration within the curricular offerings?
6. What evidence is there that graduates have acquired a biblical world-view?
7. What evidence is there that students are relating curriculum content to their cultural setting?
8. What evidence is there that the curriculum of each program reflects a coherent pattern that requires students to progress from foundational to advanced studies?
9. What evidence is there that the curriculum is reviewed regularly by the whole faculty and that this review process results in improved curricular offerings?



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10. What research has been done to measure the effectiveness of graduates in the area of their professional expertise?
11. Do all academic programs meet the minimum hours required in Bible/Theology? If not, has the institution demonstrated a satisfactory alternative?
12. What evidence demonstrates that students graduate with a comprehensive knowledge of the Bible?
13. Does the general education core include required courses in the humanities, the social, behavioral and natural sciences, and mathematics where applicable?
14. Do all programs meet the minimum general education credit requirement? If not, has the institution demonstrated a satisfactory alternative?
15. What evidence is there that the curriculum of professional programs leads to competency?

11b. MINISTRY FORMATION PROGRAM

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. What evidence is there that ministry has priority in the institution?
2. What percentage of students have a supervised ministry experience in a church context?
3. What percentage of students have a supervised ministry experience in the community at large?
4. Is there evidence that the institution has a written philosophy that describes how it views ministry formation and states the objectives that its program is designed to achieve?
5. Does the Ministry Formation program require satisfactory participation for graduation?
6. Do Ministry Formation assignments reflect genuine ministry experiences in which the student has opportunity to impact lives spiritually?
7. Is there evidence that students enrolled in professional programs have an intensive, supervised internship experience?
8. What percentage of ministry assignments provide a cross-cultural experience for the student?
9. How is student progress in the development of ministry skills measured?
10. To what extent is the faculty integrally involved in the design and evaluation of the Ministry Formation program?
11. Is there a qualified director with faculty status who is empowered with the authority and resources to develop and implement the Ministry Formation program?
12. If academic credit is granted, is there evidence that the student's work is supervised by competent professionals, coordinated with classroom instruction, and sufficient in quantity and quality to warrant credit?

11c. ACADEMIC PATTERNS AND PROCEDURES

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. How are student's learning needs assessed? What evidence is there that the academic advising system is meeting student needs?
2. What procedures are in place to regularly inform students of their progress towards graduation?
3. Is there evidence that the faculty participates in determining requirements for graduation and that these requirements are clearly communicated to students?
4. What process is in place to approve candidates for graduation?
5. What policies and procedures are in place to ensure accurate, secure and safe maintenance of student records?
6. What published and implemented policies are in place for the release of student information in compliance with federal regulation?
7. What are the patterns of faculty organization?
8. Are academic departments, divisions and/or schools chaired by qualified professionals and staffed by a minimum of two full-time faculty members?
9. Does the academic calendar for each academic program provide the number of contact hours required by appropriate authorities?
10. What evidence is there that developmental courses and/or programs are providing adequate support for under-prepared students?

11d. ALTERNATIVE ACADEMIC PATTERNS

QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:

1. What alternative academic patterns are utilized in the institution?
2. Are programs utilizing these patterns consistent with the institutional mission?
3. What evidence is there that these programs are meeting the special academic needs of a specific community?
4. What evidence is there that faculty are involved in the development and approval of alternative programs?
5. To what extent is there general faculty and administrative support for these programs?
6. To what extent does each alternative academic program meet the good practice standards listed in the relevant Association policy.
7. If any program does not meet these standards, has the institution provided a reasonable explanation for the discrepancy?

12. ASSESSMENT OF STUDENT LEARNING AND DEVELOPMENT

1. QUESTIONS FOR INSTITUTIONAL ENGAGEMENT:
2. How do institutional goals, programs and course objectives exhibit coherence and congruence?
3. What evidence is there that the desired outcomes reflect the attainment of spiritual maturity, biblical and general knowledge, life competencies, and professional skills appropriate to biblical higher education?
4. What evidence is there that the institutional community is unified in its efforts to improve student learning?
5. How are institutional goals and program objectives communicated to the internal and external constituencies?
6. What evidence is there that the results of learning outcomes assessment are readily available to the general public, especially applicants to the college?
7. What evidence is there that the objectives of each academic program are being realized?
8. What measures do faculty members have in place to determine whether their course objectives are being realized?
9. Does the institution have a comprehensive learning outcomes assessment plan that is specific to each academic program? Is there an annual procedure for review and revision of this plan?
10. What evidence is there that the outcomes assessment plan includes diverse measures such as standardized tests, portfolios, pre- and post-tests, capstone courses, licensure results, graduate school admission and performance data, alumni surveys, job placement records, retention and completion rates and grade distribution reports?
11. Is there an identified person or persons who monitor the outcomes assessment process?
12. Is there evidence that data on student learning is distributed to appropriate institutional constituencies?