



**Adventist
Accrediting
Association**

ACCREDITATION HANDBOOK

Part IV

**INSTITUTION OF EXCELLENCE
AND THE *SELF-STUDY*
(Form B)**

**Accrediting Association of Seventh-day Adventist
Schools, Colleges and Universities**

2005

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INSTITUTION OF EXCELLENCE

An institution accredited under the terms of Form B will have already shown an ongoing commitment to excellence. Its ongoing quality will be monitored and evidenced both externally and internally in a variety of ways (Part I of the *Accreditation Handbook* identifies examples of the criteria used by AAA for deciding to accredit institutions under Form B.)

With this in mind the Adventist Accrediting Association will focus its visit on the way the college/university operation and life are in harmony with institutional and Seventh-day Adventist mission and General Conference Working Policy. Within these parameters an institution of excellence will be defined as an institution that meets the following standards:

1. A clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.
2. A strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.
3. The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.
4. A financial operation that has a strong financial base (including support from the church), is managed efficiently, and selects budget priorities to support institutional mission.
5. A curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.
6. A faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and administrative processes to ensure that faculty and staff development and evaluation procedures include mission-focused elements.
7. Resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.
8. Student services that provide strong support for the personal and spiritual needs of students, and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.
9. A public relations program that provides an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institutions and that positions the college/university and its mission positively in the minds of the various constituent groups.
10. Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church.

These indicators of excellence will be used as the criteria 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. In particular, 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 an institution in relation to how well it meets the accreditation standards and criteria for review. Thus, the *Self-Study* indicates the areas where the institution must grow and improve, of its own volition, 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 courses, credits, and degrees offered by the institution with special emphasis on the church-related mission for colleges/universities using Form B.

***SELF-STUDY* PROCESSES**

An institution is advised to start the *Self-Study* process as soon as they have notification of a AAA visit. The *Self-Study* should be developed with wide input across the campus, and 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 all team members from the President's office. The team members should receive the material at least one month prior to the time of the accreditation visit.

While the *Self-Study* should provide essential information, its focus should be on analysis and evaluation of institutional processes. AAA expects to find an institution that is self-reflective and proactive in development of its spiritual mission and identity.

SELF-STUDY INSTRUMENT

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

Self-Study Section A

Section A of the *Self-Study* will respond to the recommendations from the last accreditation visit and to any additional recommendations from any interim or administrative review reports.

The institution will identify:

1. Those items that have been fully implemented and the means by which the implementation was accomplished.
2. Those items that have not been implemented and the reason for non-compliance.

In their response to Section A the team will consider evidence and the degree to which recommendations 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 documentation (evidence) in response to the nine criteria identified by AAA as indications of excellence in Form B institutions. While specific surveys are not requested, responses to Section B should show evidence of institutional use of surveys and feedback in institutional self-evaluation and planning,

In the table that follows, each criterion will be identified. This will be followed in the left hand column by a list of the documentation that an institution will be expected to include in its *Self-Study*. (An institution may include other information it considers relevant evidence—this is a guide to the minimum expectation.)

In the right hand column are examples of what the accreditation team might consider in evaluating the evidence provided by the institution. These lists are given to assist the institution in knowing what types of issues will be considered relevant. It is not meant to be an exhaustive list, and team members will use this table only as a guide.

Criterion 1: History, Philosophy, Mission, and Objectives

Standard: The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.

The institution will include information on and analysis of at least the following items in its Self-Study.

The visiting team may consider the following:

1.1 A copy of the institutional mission, vision, core values, and objectives, that are congruent with Seventh-day Adventist mission and values, indicating the bodies that approved the statements and the date. Where departments/schools have mission statements these should also be included, or made available to the visiting team. In larger institutions, these mission statements and objectives will be expected.

Precision and relevance of statement(s); relation to constituency expectation and the mission of the Seventh-day Adventist Church; procedure followed in its development, approval and latest revision; evidences of its application in the real life of the institution; clear relationship between institutional and department/school statements.

1.2 A copy of the statement of professional ethics, approved by the board and the administration, compliance with which is required of all employees of the institution (such as adopted by the World Directors of Education, March 1997).

Scope and specificity of statement; procedure for approval; congruence with Adventist church expectation; compliance by administration, faculty and staff.

1.3 A detailed description of the institutional involvement in and support of the mission of the Seventh-day Adventist Church.

The relationship between the college/university and its local church, conference, union and division; the active support of church standards, ideals and mission by the administration, faculty and staff; their personal commitment to biblical/Christian values and lifestyle.

1.4 A description with examples and evaluation of how the institution is

Formal and informal relationships with other Seventh-day Adventist.

<p>cooperating with other Seventh-day Adventist colleges/universities in helping the church achieve its mission.</p>	<p><i>colleges/universities; collaborative projects; support of programs etc. in other colleges/universities; how institutional relationships and collaboration support church mission.</i></p>
<p>1.5 An analysis of long range higher educational trends in the country and the Seventh-day Adventist Church with a description of how the institution is making plans to meet upcoming challenges.</p>	<p><i>The institution's understanding of the higher education issues in the country; the institution's role and place in the local higher education environment; its success in maintaining both local credibility and denominational focus.</i></p>
<p>1.6 Plans for development and improvement within this criterion.</p>	

Criterion 2: Spiritual Development, Service, and Witnessing

Standard: The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

The institution will include information on and analysis of at least the following items in the Self-Study:

The visiting team may consider the following:

2.1 A detailed description of the spiritual master plan of the institution, including a chart of responsibilities, a list of beliefs and values to be conveyed to the students, the process to evaluate the achievements of the plan, and the procedure for implementing changes in the plan.

Procedure for spiritual planning/development, including faculty/staff involvement; scope and organization of plan(s); specific objectives for the intentional transmission of Seventh-day Adventist beliefs, principles, values, and lifestyle through curricular and co-curricular activities; action plan with identified responsibilities; assessment instrument; effectiveness of process of updating and changing plan to meet current needs; frequency of reporting to board.

2.2 A description and evaluation of the involvement of administration, faculty, and staff in the spiritual development of the students, including in-reach, nurture, service, and witnessing activities, including distance education, and/or other nontraditional programs.

Quality of the overall program; devotional and worship meetings; including work on behalf of non-Adventist, mature, and off-campus students; programs or requirements for student services; outreach programs; relationship with Global Mission; level of involvement by administration, faculty and staff, in specific activities.

<p>2.3 A description and evaluation of student involvement in nurture, service, and witnessing programs such as devotional meetings, study groups, drug and alcohol prevention, evangelism, campus ministry outings, periods of spiritual emphasis, chapels, vespers, church services, Sabbath School, and personal witness.</p>	<p><i>Selection of student spiritual leaders; involvement of students in planning for in-reach and mission activities; breadth of possibilities for student involvement in spiritual activities; strength of student missionary program; number of students actively involved in in-reach or outreach activities; student survey responses on strength of spiritual program opportunities.</i></p>
<p>2.4 A job description and outline of the role carried by the campus chaplain and associates in the spiritual formation and life of the students.</p>	<p><i>Job description; line of authority and responsibility; involvement in the development and implementation of spiritual master plan; relationships with administration, faculty, staff, students, and denominational structure; evaluation of services.</i></p>
<p>2.5 An outline of the role carried by the pastor of the campus church in the spiritual formation and life of the students.</p>	<p><i>Relationship between church and college/university; cooperative planning; organizational relationship with chaplaincy of institution; involvement in in-reach/outreach activities of institution.</i></p>
<p><u>2.6</u> Reports on the institution's spiritual life presented to the Board of Trustees during the last three years prior to the accreditation visit.</p>	<p><i>Review and assessment of a recent report on the institution's spiritual life and the outcomes presented to the Board.</i></p>
<p><u>2.7</u> Plans for development and improvement within this criterion.</p>	

Criterion 3: Governance, Organization, and Administration

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution’s educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

The institution will include information on and analysis of at least the following items in the Self-Study:

The visiting team may consider the following:

3.1 The role and operating parameters of the Board of Trustees in supporting the institution in its mission.

Level of board representation of constituency and their expertise; handbook outlining authority and responsibilities (the board governs and the administration administers); process of induction of new board members; quality of contacts with the institutional community; board minutes and implementation of actions; attitude to and evident support of the institution by board members.

3.2 A description and evaluation of the procedures used by the administration and Board of Trustees to determine how successful the institution is in achieving its church-related mission, including the results of the most recent assessment.

Process for, results and follow up of board self-evaluation; means and effectiveness of board evaluation of institutional mission; the success of the evaluation process.

3.3 A report that identifies and evaluates the work of all the committees that focus on campus spiritual life. This should include an identification of membership, terms of reference, and frequency of meetings, and a self-reflection on the effectiveness of these processes.

Scope of committee terms of reference; breadth of membership (administration, faculty, staff, students); reporting processes; evaluation processes; impact of committees on spiritual life of institution; relationship between committees and total planning processes of institution.

<p><u>3.4</u> A description and analysis of how administration is evaluated on issues relating to the mission of the institution and the church.</p>	<p><i>Evaluation processes for president and administrators reporting directly to the president; evidence of expectation of support of mission of institution and church; processes for encouraging administrative improvement/growth.</i></p>
<p><u>3.5</u> A description and analysis of the processes in place for quality assurance and outcomes assessment, with particular reference to how feedback on the success of the institution in fulfilling its mission as a Seventh-day Adventist institution is collected, evaluated and used in planning. This should include reference to internal and external constituencies, including graduates, and the results of recent surveys.</p>	<p><i>The choice of areas for institutional research; effectiveness and efficiency of processes to receive feedback; evaluation of feedback; relationship between evaluation and institutional planning; communication of information; relationship between research tools and institutional mission.</i></p>
<p><u>3.6</u> A description of the way in which the college/university co-operates with its division BMTE in implementing IBMTE expectations regarding pastoral training and the faculty employed in such programs. The process for endorsing faculty should be completed prior to the AAA visit.</p>	<p><i>Cooperation of institution with IBMTE processes; effectiveness of internal processes to monitor the mission focus of pastoral education; completion of pre-visit procedures for endorsement of faculty.</i></p>
<p><u>3.7</u> Plans for development and improvement within this criterion.</p>	

Criterion 4: Finances, Financial Structure, and Industries

Standard: The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.

The institution will include information on and analysis of at least the following items in its Self-Study:

The visiting team may consider the following:

<p>4.1 A report on the commitment of the sponsoring church organizations to the institution's financial viability including annual church subsidies and appropriations from conferences, union, division, and General Conference, expressed in local currency amounts and as a percentage of total income given to the institution since the last accreditation visit.</p>	<p><i>Adequacy of level of church support; stability of institutional finances; dependency on church for crisis financial support; impact of institutional finances on financial stability of supporting church organization(s).</i></p>
<p>4.2 An account of total government funds received with a copy of institutional policies that govern the receipt of such funds.</p>	<p><i>Level of dependence of institution on external government funding; relationship between external funding and institutional freedom.</i></p>
<p>4.3 A description of the budgeting process, identifying how priorities are decided, and how this process reflects the institutional mission.</p>	<p><i>Involvement of cost centers in budgeting; process for deciding budget priorities; evidence that institutional mission has been considered in setting budget priorities.</i></p>
<p>4.4 An identification of the reason for and amount of any institutional debts, and the planned process to meet these obligations.</p>	<p><i>Approval processes for debt; processes for resolving debts; pattern of debts; reliance on church organizations for resolution of debts; impact of support on wider health of church.</i></p>
<p>4.5 A table identifying operating losses and gains for the last five years, and the working capital/liquidity ratios at the end of each of those years. If</p>	<p><i>Pattern of institutional financial health; effectiveness of institutional processes to ensure ongoing financial stability, or restore financial stability. Working capital</i></p>

<p>working capital and liquidity percentages are not at policy level, the report should identify what timed plans are in place to ensure that policy expectations are met.</p>	<p><i>(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.</i></p> <p><i>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.</i></p>
<p>4.6 Plans for development and improvement within this criterion.</p>	

Criterion 5: Programs of Study	
<i>Standard: The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.</i>	
<i>The institution will include information on and analysis of at least the following items in its Self-Study:</i>	<i>The visiting team may consider the following:</i>
5.1 A description and evaluation of how the institutional procedures for curricular development, including distance education, and/or other nontraditional programs, focus on the church mission of the institution and the integration of faith and learning. Identify changes made in curriculum since the last AAA visit that reflect this focus, and dates when new programs were approved by the International Board of Education (IBE) or International Board of Ministerial and Theological Education (IBMTE).	<i>Level of integration of mission-focus into institutional processes for curricular development; evidence of mission considerations in course development priorities; congruence of distance education and/or other nontraditional programs with the institution's goals and mission; cooperation of institution with IBE/IBMTE processes for new program approval.</i>
5.2 A description and evaluation of (a) the way the beliefs, values, and lifestyle practices of the Seventh-day Adventist Church are conveyed through the curriculum offered by the institution, and (b) the programs and procedures that encourage and ensure the faculty integrate their faith with their teaching and have a positive effect on student learning of Christian values.	<i>Adequacy of procedures that encourage faculty to approach each course from a biblical-Christian perspective that conveys Christian values, and fosters the transmission of Adventist beliefs; evidence of this integration in course syllabi and student course evaluations.</i>
5.3 A description and evaluation of how programs (including distance education and non-traditional programs), with a focus on preparing	<i>Process for evaluating professional programs (including distance education and non-traditional programs); input from church leadership and constituency;</i>

<p>students for professional positions in the Seventh-day Adventist church (e.g. pastoral training, education) provide an environment and curriculum that encourages a positive and committed attitude by graduates to the church, and how the college/university ensures graduates are meeting the needs of the church.</p>	<p><i>ongoing interface between faculty in professional departments and the church; outcomes expected from programs; congruence between department objectives and outcomes evidenced in graduates.</i></p>
<p>5.4 A description of the ways in which every teacher is encouraged to integrate and integrates faith with the discipline in all courses and in which the institution fulfills the religion course requirement in all programs.</p>	<p><i>Identification of means through which faith is meaningfully integrated in the various courses and programs and the institution fulfills the religion course requirement in all programs.</i></p> <p><i>Undergraduate:</i> <i>Ensure that 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 three semester (four quarter credits) for every 32 semester (48 quarter) credits. Half of the credits must be based on study of the Bible.</i></p> <p><i>Graduate:</i> <i>Ensure that 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 the 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</i></p>

	<i>covered through the inclusion of specific religion/theology coursework.</i>
5.5 A description of distance education curricula – including online, hybrid and/or blended learning and/or other non-traditional programs/courses, and delivery methods, including use of web-based technology. A description and evaluation of the way that institutional mission and Christian values are embedded into these courses and programs must be included.	<i>Impact of programs/courses on institutional mission; effectiveness of imparting Christian values; quality management of web-based programs/courses.</i>
5.6 Plans for development and improvement within this criterion.	

Criterion 6: Faculty and Staff	
<i>Standard: Faculty and staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and the administrative processes of the institution will ensure that faculty and staff development and evaluation procedures include mission-focused elements.</i>	
<i>The institution will include information on and analysis of at least the following items in its Self-Study.</i>	<i>The visiting team may consider the following:</i>
6.1 Policies pertaining to the religious affiliation of the institution's faculty and staff and to their support of the values of the Seventh-day Adventist Church including: hiring criteria, terms of employment contracts, grievance procedures, orientation to the institution's mission, and academic freedom and responsibility for faculty in the context of the institution's mission. The percentage of faculty and staff that are SDA Seventh-day Adventist should be identified.	<i>Integration of church mission expectations into institutional policies and procedures on identifying and hiring faculty and staff, employment contracts, promotion and re-appointment procedures, etc; faculty and staff induction processes; statement of academic freedom and responsibility and evidence of its application in the life of the institution.</i>
6.2 A description of institutional implementation of qualified faculty for religion courses.	<i>Verify compliance with the following requirement of qualified faculty for religion courses: 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. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.</i>
6.3 A description and evaluation of the processes and plans for faculty development (<i>including distance education faculty and staff</i>), scholarly	<i>Integration of institutional and church mission expectations into processes for evaluation of faculty (including distance education faculty and staff); link between</i>

<p>research and performance evaluation (instruction, research and service) that assist in ensuring and encouraging faculty support for the mission of the institution and the Seventh-day Adventist church.</p>	<p><i>plans for faculty development and research and support of the institutional and church mission.</i></p>
<p>6.4 Plans for development and improvement within this criterion.</p>	

Criterion 7: Library and Resource Centers

Standard: The institution will provide resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.

The institution will include information on and analysis of at least the following items in its Self-Study:

The visiting team may consider the following:

7.1 Policies and procedures used for accessioning new materials that support the Seventh-day Adventist ethos of the institution.

Intentional plans to support institutional ethos through accession policies and procedures; impact of policy on academic freedom and responsibility in library operation.

7.2 Physical facilities, hardware, software, electronic resources, policies and procedures for computer use and internet access that reflect the mission of the institution.

Adequacy of physical and electronic resources and appropriateness of policies and procedures; communication of policies; procedures in case of abuse of policies.

7.3 Plans for development and improvement within this criterion.

Criterion 8: Student Services

Standard: The institution’s student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

The institution will include information on and analysis of at least the following items in its Self-Study:

The visiting team may consider the following:

8.1 The institution’s philosophy and mission statement for student services.

Integration with total institutional planning and mission; clarity of positions; communication of positions to faculty, staff and students; appropriateness of philosophy and mission to student intake; evidence of philosophy and mission in campus plans, student feedback and student services programming.

8.2 An analysis of how student services’ plans for student activities, clubs, etc. support the spiritual plans for the institution, encourage the holistic development of the students, and assist in the transmission of Seventh-day Adventist beliefs and values, including how to meet the needs of students enrolled in distance education programs.

Evidence of conscious consideration of institutional and church mission in planning; student feedback on success of planning; student input into planning processes, including input from students enrolled in distance education programs.

8.3 An identification of the objectives for carrying out student counseling programs (i.e. therapeutic, career, spiritual, substance abuse), and placement counseling programs as they relate to the church mission of the institution. An evaluation of the success of these programs should be included. (Include provision for distance education students).

Philosophy and practices in student counseling; link between programs and institutional and church mission; integration of counseling programs with institutional plans; indicators of student satisfaction; and training for staff of distance education students.

<p>8.4 A plan/description of how the residence hall deans promote spiritual life within the dormitories, and a self-evaluation of the effectiveness of the present program.</p>	<p><i>Residence hall planning processes for student support (especially spiritual life); student feedback opportunities; self-evaluation effectiveness; integration of residence hall programs into total institutional plan for spiritual development of students.</i></p>
<p>8.5 A demographic analysis of students, which may include age ranges, gender, nationality, off-campus and residence hall status, marital status, denominational affiliation, etc. The report should identify how the college/university identifies the unique needs among these groups, and the plans in place to address these, particularly in relation to the spiritual mission of the institution. It should also identify the percentage of Seventh-day Adventist students enrolled.</p>	<p><i>Balance of students; number of non-Seventh-day Adventist student by type of students (part time vs. full time, undergraduate vs. graduate, traditional vs. non traditional, etc.); institutional processes for identifying unique needs and responding to these; integration of off-campus and non-Seventh-day Adventist students into campus life; links between student demographics and spiritual life planning. Evaluation of how effective these services are for distance education students.</i></p>
<p>8.6 Plans for development and improvement within this criterion.</p>	

Criterion 9: Public Relations and External Constituencies

Standard: The institution’s public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institutions and that positions the college/university and its mission positively in the minds of the various constituent groups.

The institution will include information on and analysis of at least the following items in its Self-Study:

The visiting team may consider the following:

9.1 A multi-year enrollment/recruiting plan (including distance education), which supports the institutional strategy and mission of the institution and respects other Seventh-day Adventist colleges/universities.

Link of strategy with total institutional plan and mission; main markets; potential new markets; ethics demonstrated in relationships with other Seventh-day Adventist colleges/universities, including international institutions..

9.2 A multi-year public relations plan which includes a description of how branding, publications, advertising, publicity, and community relations foster an understanding of the spiritual values of the institution.

Link of strategy with total institutional plan and mission; branding decisions; link between decisions on priorities and spiritual values of institution; impact of actions on understanding of institution in the community.

9.3 A description of how the college/university maintains a positive and on-going relationship with its external constituencies, including planned processes for communication and encouragement of feedback.

Perception of the institution in the eyes of the local and church communities; effectiveness of processes to receive feedback from external constituencies, including alumni; communication processes; effectiveness of use of feedback.

9.4 Plans for development and improvement within this criterion.

Criterion 10: Pastoral and Theological Education

Standard: 10. Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church.

The institution will include information on and analysis of at least the following items in its Self-Study:

The visiting team may consider the following:

10.1 A statement of mission for the pastoral and theological education programs, indicating how the statement is developed, revised and implemented. Include all distance education and/or non-traditional programs.

Printed mission statements; process of making revisions; evidence that various constituents consider the process effective. Intentionality of linking pastoral and theological education mission with institutional mission and evidenced in the program of studies. This statement of pastoral and theological education mission is periodically and collaboratively reviewed.

10.2 A description of all programs leading to qualifications in theology and pastoral education, including requirements for graduation. (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 in which they were recognized by the Seventh-day Adventist International Board of Ministerial and Theological Education [IBMTE].)

Academic bulletin; program bulletins; curriculum in comparison to peer institutions; curriculum in comparison to courses identified as essential by BMTE/IBMTE. Relationship of courses and content with institutional mission, marketability, and quality in relation to other courses in the country and other Seventh-day Adventist colleges and universities. Consideration has been given to other possible areas of development to meet market and church needs.

10.3 A description and assessment of the involvement of faculty in the spiritual development and the formation of pastoral and theology students, including all distance education and/or non-traditional programs.

Quality of the overall spiritual development and pastoral formation program and of the involvement of the theology faculty in it. Level and nature of involvement; evaluation of program by students and graduates.

10.4 A description and evaluation of how

Faculty self-assessment; annual reports;

<p>faculty remain involved in the life of the church at all levels (for example, evangelism and training of lay members) and how this impacts their classroom effectiveness.</p>	<p><i>student assessment of classroom effectiveness. Breadth of faculty involvement in the life of the church at all levels and evidence of its relationship to their classroom effectiveness.</i></p>
<p>10.5 A description and assessment of the involvement of pastoral and theological students in evangelistic and nurturing activities and how these experiences relate to their total education experience.</p>	<p><i>Comments in student interviews; student program evaluations; graduate satisfaction surveys. Quality of the involvement of pastoral and theological students in evangelistic and nurturing activities and evidence of how these relate to their total education experience.</i></p>
<p>10.6 A description and evaluation of the procedures of the Board of Trustees and administration for ensuring that the academic programs and faculty are focused on and supportive of the message and mission of the church.</p>	<p><i>Policies and procedures used; program review processes; appraisal processes; comments in interviews with Board, administration and faculty. Adequate procedures in place so that the Board of Trustees and administration can ensure that Seventh-day Adventist ethos and support of processes to institutional mission as demonstrated in the academic programs and faculty focus on and support of the message and mission of the church.</i></p>
<p>10.7 A description of how (a) the faculty dean/department chair and (b) other faculty in the department/school are selected to ensure they understand the needs of the church and are fully supportive of church mission.</p>	<p><i>Selection processes (policy and practice), including nature and effectiveness of input from the Board/church. Appropriateness, adequacy, and effectiveness of selection procedures, as specified by the IBMTE, that ensure all administrators and faculty members understand the needs of the church and are fully supportive of church mission.</i></p>
<p>10.8 A description and evaluation of the procedures for receiving feedback and evaluating faculty performance (including support of mission). This should include an assessment of how processes that respond to perceived problems ensure (a) fair treatment of faculty and (b) that the institution will transparently uphold Adventist uniqueness.</p>	<p><i>Evaluation tools; evidence of effective use of feedback loops; self-assessment of faculty and department; outputs (as evidenced in graduate success; graduate satisfaction, etc.). Effectiveness, thoroughness, and fairness of the evaluation process of teacher performance; inclusion of evaluation on the support of institutional and church mission; intentionality of planning for improvement.</i></p>
<p>10.9 A description of procedures and evaluation of progression and placement procedures.</p>	<p><i>Academic/department bulletins; written policies and procedures; evidence of effective formation and successful placement of graduates.</i></p>

<p>12.10 Identify and evaluate the processes that ensure effective communication is sustained between the department/school and the wider church constituency on issues such as program content, the specific needs of the immediate constituency, etc.</p>	<p><i>Processes in place; feedback from church, constituency and department/school. Evidence of the effectiveness of the communication processes between the department/school and the wider church constituency.</i></p>
<p>10.11 Identify and evaluate the means used to assess and improve the effectiveness of the pastoral and theological education program in meeting its stated mission. This should include evidence of regular input from recent and past graduates, as well as employers.</p>	<p><i>Outcomes assessments by department; evidence of use of evaluations for making improvements, etc. Well-defined process for evaluating pastoral and theological education program in meeting its stated mission, with input from church leadership and alumni.</i></p>
<p>10.12 Plans for development and improvement within this criterion, stating how each plan will (a) improve the pastoral education program's mission and (b) be implemented.</p>	