Assurance Argument

Andrews University - MI

2/10/2017

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. Mission development suited to institution and adopted by board.

The current mission statement was developed as part of the 2007–2012 Strategic Plan and was voted and approved by the Board of Trustees in 2008. It reads: "Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world." Within the 2007–2012 Strategic Plan, a series of goal statements were also developed, identifying how the attainment of each element of the mission statement—Seek Knowledge, Affirm Faith, Change the World—can be assessed. In 2011, the goal statements were refined to be more easily assessed. Faculty, administration and board participated in these revisions, which were approved by the board.

Proposed changes to the mission statement may be initiated by faculty, administration or board, but all such changes must be approved by faculty committees (undergraduate and graduate councils, faculty senate), administrative committees (dean's council, strategic planning committee, president's cabinet) and finally referred to the board for final approval.

2. Academic programs, student support services and enrollment are consistent with university's mission.

The University's mission and its articulated core values have also been reframed and adapted within individual contexts across campus in academic programs and student support services. Some departments use the University mission statement as a direct foundation for their area's mission statement. For instance, the mission statement of the Department of Biology reverberates the University's mission—Seek Knowledge, Affirm Faith, Change the World—using specific language pertaining to the academic journey of biology students.

Other departments have developed a mission statement that is unique to their division and yet reflects the larger themes and principles of the University's mission and Core Strengths. To illustrate, the mission statement of the School of Architecture & Interior Design reads: "The faculty promote

stewardship, rigorous scholarship and creative problem solving in their disciplines, and encourage students to: 1) Shape places that foster whole human health; 2) Explore time-honored and innovative solutions in their works; 3) Seek joy, beauty, and moderation in a lifelong pursuit of learning; 4) Serve mankind in accord with their professional and Christian vocation; 5) All this for the glory of God until the risen Christ comes again."

In the area of student services, the Division of Campus & Student Life communicates the University's mission statement to students each year in the student handbook. Its own mission closely aligns with the University's mission as it defines its goal as follows:

"Student Life assumes an integral role in the development of Christian character and critical thinking consistent with the philosophy of Seventh-day Adventist education, which is designed to guide students to the Redeemer. We support the mission of the University by nurturing students for: 1) Continuing growth in Christ; 2) Developing positive and rewarding relationships; 3) Accepting and appreciating diversity; and 4) Developing personal integrity reflected in a balanced spiritual, mental and physical lifestyle."

The Division further communicates this mission through a system characterized in its "Four Hallmarks of Student Life": A Faith-Based University, A Wholesome Lifestyle, A Residential Campus, and A Gathered and Growing Community, disseminated through a variety of media, with an introductory piece describing each concept, along with a "care" message (e.g., "Care for Your Creator," "Care for Yourself," "Care For This Place," and "Care for Each Other."). These hallmarks are also communicated with a series of four banners in front of the Campus Center and are used as a backdrop for most of the weekly Thursday chapel services. A student co-curricular calendar also communicates and reinforces these hallmarks.

The enrollment profile of the University also reflects its commitment to its mission as a Christian higher education institution. As the first higher education institution operated by the Seventh-day Adventist Church with more than an 18-million-member congregation, Andrews University serves its key public, the Seventh-day Adventist market. Currently, 85% of the Berrien Springs and U.S. enrollment comes from Seventh-day Adventist students (81% on the undergraduate level and 86% on the graduate level). The University's commitment to its mission to Change the World, and the Core Strength, Engage Globally, is effectively demonstrated in its nearly unparalleled strength of diversity. Andrews continues to maintain its Top Ten ranking in U.S. News Best Colleges as one of the nation's most internationally diverse national universities. For this reason, increasingly more marketing materials are being produced in a variety of languages to serve the diverse population of Andrews University. (See also 1.C.1). The fall 2016 enrollment summary shows that 30% of enrolled students were White, Non-Hispanic, 20% were Black, 16% were Hispanic, 10% were Asian, and 19% were International students.

3. Planning and budgeting priorities align with and support the mission.

Andrews University's mission statement shapes priorities in planning and budgeting various strategic initiatives. The mission statement served as a foundation for ongoing planning in two significant ways. The first expansion on the 2008 mission statement is reflected in the 2012–2017 Strategic Plan, which used the mission statement as a reference point to define seven Strategic Pillars, which, in turn, influenced the development of six Initiatives. Those Pillars included Quality, Faith Commitment, Service, Leadership, Community, Growth, and Financial Resilience. Each of the six initiatives referenced which of the seven pillars drove a particular initiative. The 2012–2017 Strategic Plan also used those mission-influenced Strategic Pillars to define future measurable benchmarks.

The second expansion on the mission statement is reflected in a set of four Core Strengths that were articulated in 2014 in an effort to embody the University's mission in the priorities and activities of the University. These four areas were eventually articulated and consistently communicated using the phrases: Live Wholly: Nurture Your Mind, Body & Spirit; Explore Intentionally: Discover Your Future; Learn Deeply: Create & Research; and Engage Globally: Understand Our World. Each of these phrases was inspired by, echoed back to, and grew out of the mission assessment measures originally established for the current mission statement within the 2007–2012 Strategic Plan.

These four Core Strengths were first introduced in August 2014 in the then president Niels-Erik Andreasen's State of the University address before being formally communicated to various constituents as an overarching strategic concept through his editorial in the University's magazine, FOCUS. By fall 2014, the specific language to describe the four Core Strengths was determined, following informal conversations among administration, faculty, and staff, and was communicated in a variety of ways across campus, including a series of pole banners highlighting the core strengths displayed at the University entrance and throughout the campus drives and onto the campus itself. These Core Strengths, built upon the mission statement, describe a series of overall specific strategic foci for the campus as a whole, each strength leading to at least one new strategic initiative or action initiated and implemented through the governing board.

As the overall emphasis on these Core Strengths has become the central focus of the University's strategic initiatives to fulfill its mission, the new web redesign in 2015 integrated them into the front page of the University website, and in 2016, a series of four videos were introduced portraying student stories of how the Core Strengths related to the ongoing experiences of students and faculty on the Berrien Springs campus of Andrews University.

The development and introduction of the four Core Strengths provided a helpful framework to guide the remaining implementation of the existing 2012–2017 Strategic Plan. The following demonstrates how the four Core Strengths--Live Wholly, Explore Intentionally, Learn Deeply, and Engage Globally—and the Strategic Plan and mission statement behind them have led to specific strategic on-campus investment and alignments to bolster these strategic aspirations:

- Live Wholly: While holistic education has been a hallmark of the University's roots in its founding institution, Battle Creek College, Andrews University has also made a specific commitment to physical wellness in its campus master planning with its campaign for a new campus wellness center. The campaign included a $17 million capital to build a new wellness center, with an additional $2 million endowment to help fund a full-time University Health & Wellness Director. The new director will oversee the new facility and provide leadership to the campus in maintaining its historic focus on a holistic approach to health—balancing body, mind, and spirit for each student's education.
- Explore Intentionally: The commitment to Explore Intentionally has prompted the University to fund and staff a new Explore Andrews program to provide support for entering students with no declared majors or to help those students who change their major to make career and major choices that best match their strengths. Specifically designed for entering freshmen with no declared major, it was piloted during fall 2014 before it started formally being offered to students during the 2014–2015 school year. To date, more than 150 students have benefited from the program each semester. Starting in fall 2017 the University will be expanding this program into a unified and larger program entitled L.I.F.E (Leadership, Innovation, First Experience, Explore) with the intent of building synergy and capacity amongst key student experience initiatives.
- Learn Deeply: The University's desire to help inspire its students to Learn Deeply has included

a robust commitment to ensuring opportunities for expanded research, creativity, and academic involvement for its students. This has included the creation of a realigned STEM Division within the College of Arts & Sciences and a $200,000 investment to create a new School of Health Professions, a specific strategic goal within the 2012–2017 Strategic Plan. This school has also added a new master's in Speech-Language Pathology and a Doctor of Nursing Practice. The Learn Deeply initiative celebrates the importance of creativity and research on this University campus even for its undergraduate students. The importance of and opportunities for research were more explicitly communicated in the 2015 web redesign and in the program pages for each of the undergraduate degree programs, specifically highlighting research and internship opportunities for students. Additionally, a new task force to explore and expand opportunities for creativity and research has been established and is currently chaired by Karl Bailey, director of the University's Behavioral Neuroscience program and one of the University's recognized champions of undergraduate research.

- Engage Globally: As the University continues its status as an ethnically and internationally diverse campus, its commitment to Engage Globally led to repositioning of its School of Distance Education as the School of Distance Education & International Partnerships in 2015 to better reflect the institution's commitment to international engagement and partnership as an ongoing part of its mission. These partnerships include an existing network of ongoing affiliations and extensions and a growing array of additional exchange, articulation, and transfer program partnerships with sister institutions within the worldwide network of Seventh-day Adventist educational institutions. Added to the university in 2010 when it was gifted by the Seventh-day Adventist Church as Griggs University and Griggs International Academy, this School has explicitly expanded its strategic focus to encompass international partnerships by adopting a set of global engagement core values to guide both its, and the University's, approach to international involvement, understanding that "making a difference in the global community will only be achieved through an ethic of collaboration both within the university and in partnership with other institutions…tapping into the collective wisdom of those committed to global engagement is the most effective means to achieve the desired results." Additionally, the University's international languages department has been restructured as the Department of International Languages & Global Studies. (See also 1.C.2.)

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. The institution's mission is clearly articulated through public documents.

The purpose of the University, as stated in its bylaws, is to serve the interest of the Seventh-day Adventist Church by educating students to recognize the priority of spiritual life and honor the value of civic and global engagement and service through courses of study which integrate faith, learning, and research. The University's vision, as presented in the Board Policy Manual, is to be "the center of Adventist intellectual life as it demonstrates the transformative power of faith and learning, excellence through diversity, collaborative scholarship, leadership development, and generous service" and to "be the Seventh-day Adventist university of choice for students, parents and employees alike, as it educates men and women who will demonstrate their faith by utilizing scholarly competencies and leadership skills to transform local and global communities."

The purpose and vision of the University are encapsulated in its mission statement, Seek Knowledge, Affirm Faith, Change the World, which remains front and center in public documents and marketing materials. Each of the three parts of the mission statement is fully articulated in the bulletin, the 2012–2017 Strategic Plan, and the Working Policy.

The mission statement is used as foundation and reference for how the University moves forward based on the six Strategic Pillars and Initiatives to reach preferred future benchmarks. Also, Andrews' mission is communicated to its partners beyond its Berrien Springs campus; it is stated and linked as the mission of the School of Distance Education & International Partnerships on its main website, which contains a specific subpage for the various domestic and international partners for that School.

The University's mission is also integrated as a consistent design element of the University's wordmark, which is used throughout the worldwide system of partners. The message encircles the globe that welcomes visitors to campus and greets visitors disembarking at the local regional airport. It is also clearly visible from the framed artwork around campus and appears on board notebook covers, in the prospective student brochures, and in the online bulletin. A part of the University's wordmark, the mission statement is emblazoned on T-shirts given to prospective students and used in an email signature of Andrews University's employees. The mission statement is consistently communicated in prospective student marketing materials, whether it is to undergraduate, graduate, or distance students.

2. Mission documents are current and explain the institution's emphasis on various aspects of its mission.

Andrews' mission statement remains current and continues to be the foundation for the institution's operations. As mentioned in 1.A.3, the mission statement shapes priorities in strategic planning and is embodied within the four Core Strengths.

The University's goal of instruction, as articulated in the mission statement, is to "engage [students] in intellectual discovery and inquiry" to help foster their abilities "to think clearly and critically, communicate effectively...and demonstrate competence in their chosen disciplines and professions" as they Seek Knowledge. Strategic Initiative #1 identifies the University's objectives to "intentionally nurture and develop faculty...who remain on the cutting edge of their disciplines and pedagogy." Strategic Initiative #3 extends its mission to a global context, stating that the University strives to "strategically expand the opportunities for students to study through distance modalities, review and adjust program mix based on relevance to the market and mission."

Promoting and supporting research, scholarship, and creative works is central to Strategic Initiative #1 and Core Strength Learn Deeply; they emphasize providing an educational "environment that nurtures excellence in pedagogy and research" and opportunities that "expose students to competitive research and internship opportunities that better prepare them to creatively and successfully pursue future plans."

Andrews' mission to Affirm Faith is specified in the Strategic Initiative #4, "Ensure the strength of the spiritual heart of the campus," and in the bulletin, which identifies the University's commitment to helping its students to "develop a personal relationship with Jesus Christ; deepen their faith commitment and practice; demonstrate personal and moral integrity; and embrace a balanced lifestyle" as they Affirm Faith. As further indicated in Strategic Initiative #4, Andrews University "Promote[s] holistic learning and development inside and outside the classroom, with a particular focus on wellness" and encourage[s] its students, faculty, and staff to "embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development.**"**

Strategic Initiative #3 outlines the University's plans to extend its global footprint and reach (1B1.7, p.9) and to prepare its students to Change the World, as evidenced by various partnership agreements, allowing the University to connect to its external global constituencies and meet their education needs (See 1.C.2 & 1.D. for examples of Andrews' international partnership agreements and global engagement). The Initiative also focuses on public service as it specifies the University's objectives to "Be known for students and employees that are active in service." The University "Equip[s] students and employees to share Christ in the global 'marketplace'" by providing an active array of short-term or year-long service opportunities to connect their long-term career plans with the idea of vocation as defined in a Christian context. The institution's plan to "Equip students to be leaders in their faith communities" is clearly demonstrated in the development and introduction of an undergraduate leadership program to raise servant leaders who impact, influence, and make a difference in the world.

Strategic Initiative #2 defines specific measures to "Ensure that Andrews University diversity is celebrated and enriches the community." The University emphasizes the importance of developing global consciousness and global competence by educating its students to "understand life, learning, civic responsibility from a Christian point of view" and "apply understanding of cultural differences in diverse environments" through opportunities to develop interfaith and intercultural relationships.

3. Mission documents identify nature, scope, and constituents of the higher education programs

and services provided.

The University's mission documents—bylaws, Board Policy Manual, Working Policy, bulletin, and Strategic Plan—clearly identify Andrews University as a distinctive Seventh-day Adventist Christian institution. Its mission is to transform its students by educating them to seek knowledge and affirm faith in order to change the world. The bylaws identify the nature and scope of the University's education programs and services as follows:

- To further the mission of the Seventh-day Adventist church to carry the gospel to all the world;
- To educate students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist church;
- To provide courses of study, based upon a biblical foundation, which integrate faith, learning and research;
- To provide an educational experience that recognizes the priority of spiritual life and honors the value of diversity; and
- To offer its material and human resources to support local, regional, national and global outreach programs of the Seventh-day Adventist Church.

The mission is carried out through academic programming in the College of Arts & Sciences, the School of Architecture & Interior Design, the School of Business Administration, the School of Education, the School of Health Professions, the Department of Aviation, and the Seventh-day Adventist Theological Seminary, and supported by the School of Graduate Studies and the School of Distance Education & International Partnerships.

As the flagship university of the world church, Andrews University serves members from all over the world, evidenced by approximately 20% international students at its main campus. Outside of the U.S., Andrews has served constituents in various countries in Africa, Asia, Europe and Central and South America, as well as in Canada and parts of the Caribbean.

The University maintains a centralized reporting system on its fulfillment of mission and the nature, scope and intended constituencies through a wide array of communication vehicles; its quarterly University magazine, FOCUS, an annual University report in the regional church magazine, Lake Union Herald, published by the Seventh-day Adventist church, the church's international magazine, the Adventist Review, and an annual report on international partnerships presented to the division presidents of the global Seventh-day Adventist Church. Some of this reporting articulates the statistical details of these constituent groups. The annual report to global church leaders, for example, provides an overview of the more than 60 partner institutions and locations where Andrews University delivers curriculum and degrees throughout North America and the world in both secondary and post-secondary offerings through the coordination of the University's School of Distance Education & International Partnerships. The October issue of the Lake Union Herald is dedicated annually to outlining the University's fulfillment of mission and its targeted constituencies at length, including Andrews University's interactions with constituencies closer to home.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1. The institution addresses its role in a multicultural society.

In addition to its Berrien Springs student population, Andrews University offers academic programming at 30 different partner locations domestically and internationally. The fact that Andrews is ranked as second in ethnic diversity among national universities and eighth in percentage of international students among national universities attests to its active engagement in a multicultural society.

The realities, challenges, and opportunities of a diverse campus is overseen by a 17-member Institutional Diversity Council, which meets monthly. Made up of student, faculty, staff, and administrative representatives, the Council tackles issues of inclusiveness and multiculturalism at all levels within the institution, including a wide range of social and current affair issues that are relevant to the student and campus community. It aims to serve as a clearinghouse to better connect and coordinate the wide array of, often disconnected, events and activities centering on diversity across campus and to assure that diversity remains as a central focus of the institution, ranging from administrative staffing to strategic planning initiatives.

The Council's website articulates the University's commitment to diversity as a hallmark characteristic of the institution. It states that Andrews is committed to "more than mere representational diversity but rather to the outcomes of transformational diversity. We explore how diverse peoples have enriched the human experience and develop the interpersonal abilities to respect, appreciate and interact with those of different races, ethnicities, genders, ages, abilities, experiences and backgrounds. This robust learning environment uniquely equips our students for service to a diverse and global community." The website also lists more than 25 student clubs committed to the diversity of the student population at Andrews University and provides an overview of committees and councils that are specifically focused on issues of diversity as well as statistical data on the five-year history on the changing diversity of the student population.

An Ad Hoc Committee on Race was formed in 2015 by former president Niels-Erik Andreasen. Under the leadership of Christon Arthur, then associate provost and dean of the School of Graduate Studies & Research, who now serves as provost, the seven-member committee met to review its charge by the president to recommend policies and practices that would help the University create a safe, supportive and nurturing culture where diverse groups, particularly African Americans, can thrive and openly dialogue about race relations. While the group began with a rather specific focus of diversity within the African American context and made one specific recommendation for an African American faculty member to attend a quinquennial session of the world church meetings of the Seventh-day Adventist Church, the group later expanded its scope, redefining diversity on a much

broader and inclusive scale.

The Committee's recommendations presented to the president at the end of 2015 included creating an Office of Diversity and a vice president level position to oversee its operation. The proposal stipulated that when this position is filled, the position would hold "faculty rank and have supervisory responsibilities for matters relating to diversity and inclusion, such as, the integration of other faiths and religious communities into campus life, student success, LGBTQ, Title IX, recruitment and hiring practices, the infusion of diversity and advocacy into the curriculum, etc." The new administration (president and provost) is committed to finding a pathway to making this position or something similar a reality. The timing will depend on budget considerations but will be part of the University short-term planning (three-year maximum). A final recommendation of the ad hoc group included providing cultural competency workshops for the campus community and initial required training for graduate students and new faculty. A required training session titled "The Andrews Mirror: A Workshop on Diversity" was offered during the Faculty Institute in August 2016.

There is, however, room for improvement; whereas Andrews' student body reflects a high level of diversity (See 1.A.2), such diversity is not fully reflected in the faculty and staff of the University. A Human Resources report to the Board of Trustees in fall 2015 showed that among temporary staff on campus, 31% of employees were White, Non-Hispanic, 27% were Black, 14% were Hispanic, and 8% were Asian. Among hourly staff, the diversity shifts significantly: 63% of employees were White, Non-Hispanic, 11% were Black, 12% were Hispanic and 8% were Asian. Salaried staff had similar levels of diversity: 66% were White, Non-Hispanic, Black were 11%, Hispanic were 11% and Asian were 5%. Similar levels of diversity were also found among faculty: 66% were White, Non-Hispanic, 11% were Black, 10% were Hispanic, and 8% were Asian. Administrators recognize the need for more diversity among faculty and staff and search committees are encouraged to promote diversity in their hiring processes.

2. The institution's processes and activities reflect attention to human diversity.

The current Strategic Plan calls upon the University to "ensure that Andrews University diversity is celebrated and enriches the community." The University actively prepares its faculty to "Engage Globally as an Andrews Community" by focusing on the issues of globalization and global responsibility for the faculty community on campus. It also strives to effectively support its international students. Over the last five years, the support office for international students has expanded both its title and focus from International Student Services to International Student Services & Programs to ensure ongoing support for international students and their families. The 2013 proposal, presented by the program director and associate director, lists the following core values for this office:

- Being a strong supporter of enhancing diverse cultural backgrounds
- Supporting an academic community whose members have diverse cultures, backgrounds, and life experiences
- Identifying strategies to enhance and support the compositional diverse background profile of students, faculty, and staff
- Fostering and supporting an inclusive environment
- Creating a climate that respects individual differences
- Advocating for equity
- Facilitating multiculturalism

Among its ongoing activities, the office offers American Thanksgiving and Christmas banquets for

international students and families, as well as weekend church services and month-long events that highlight the cultures of the University's international students. The annual tradition of the community-oriented International Food Fair draws hundreds from campus and the surrounding community. This exposure on campus to the perspectives and cultures of the nearly 100 different countries represented each year is accompanied by a robust series of short- and long-term international education and service opportunities for both domestic and international students to explore parts of the world that are beyond the University's Berrien Springs campus (See 1.B.2, 1.D.1 & 3.B.4 for examples).

Andrews also provides a platform for addressing various issues that arise in global and local societies. For instance, the annual Summit on Social Consciousness has presented on social issues such as genocide in Rwanda, human sex trafficking, and poverty in America, and last year it initiated "A Conversation on Race and Justice in America." This event challenged the University community to confront "the injustices and racial prejudices still alive in our nation, 51 years after the civil rights movement" and provide a means for students and community leaders to engage in social action regardless of background. The 2016 Summit on Social Consciousness focused on race relations within the Seventh-day Adventist church and also included a storytelling event, "#IAmAU2," focusing on all ethnicities represented on campus.

In the last five years, the University has collaborated with and served international constituencies through a variety of new opportunities within the international Seventh-day Adventist network of higher education institutions and beyond, and each collaboration entailed additional consideration of pricing to recognize and respond to the financial challenges in those contexts. These new, or renewed opportunities include:

- Leaders of Tomorrow: An intensive English training exchange program with partner Adventist institutions offers one or two semesters of English and cultural studies at a significantly reduced tuition in recognition of exchange rate challenges in today's global economy.
- Exchange Programs: While Andrews University has primarily developed working relationships with sister institutions globally, it also remains committed to developing productive partnerships with institutions outside of the Adventist system, most often in countries where there are few or no Adventist educational institutions. Some of these one-year exchange programs offer tuition rates of 50% during the year of exchange study in mainstream coursework. The initial partners in this program are the Chinese universities in Jimei and Longyan.
- Articulation Programs: While some international partners have traditionally sent students to Andrews University after a year or two of study, there has not always been a fully developed articulation agreement. The Manipal Institute of Technology in India, a long-time Andrews University partner for technology, computer and now engineering students, is the first international school outside of the Adventist system the University has worked with for a more fully developed approach in this regard.
- International Transfer Program: A new program introduced during the 2015–2016 school year is designed specifically for Adventist universities and colleges worldwide and seeks to bolster academic offerings at smaller institutions by defining a track into academic programs that can't be offered at the local campus. Interested students will, in essence, apply to both institutions, and will be jointly advised by a local professor and an Andrews professor in their discipline of choice until they join Andrews after one or two years of study on their home campus. Once they attend Andrews, tuition will be reduced by 50% for the remainder of their undergraduate studies on the Berrien Springs campus. Middle East University in Beirut is the first partner for this program.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1. Actions and decisions reflect an understanding that the institution serves the public.

The imperatives of its mission drive the University to actively respond to the needs of the regional and global communities it serves. For example, for the past 25 years, the University has worked with the Berrien County Regional Educational Service Agency (RESA) to offer accelerated math, science, and technology classes to students in the community through its Math & Science Center. One of 33 regional centers of its kind in the State of Michigan, the Center serves up to 30 students each year. Another example is a newly formed Community Engagement Council led by Desmond Murray, associate professor of chemistry, which uniquely involves University leaders, the superintendent and other leaders of the Benton Harbor Area Schools school district to explore other potential points of support and collaboration in supporting students in its neighboring city, Benton Harbor, a community particularly hard hit by poverty and educational system challenges. In addition, for the last 15 years, Building Excellence in Science and Technology (BEST) program, spearheaded by Murray, has been providing early research experiences through summer laboratory projects for more than 600 students from Benton Harbor, Michigan.

The University mission also drives its academic service initiatives on a global level through various global service projects. To illustrate, the Architecture Missions Group, organized by the School of Architecture & Interior Design, has launched several long-term projects, such as the ongoing architectural design and construction of the Children's Home and School for Street Children in Bolivia and rebuilding an Adventist university in Haiti, which was damaged in the devastating 2010 earthquake in Haiti. Medical laboratory science and nursing students provided direct healthcare support, as well as healthcare promotion, and injury and disease prevention education in Honduras during the Christmas holidays in 2015, while working closely with local physicians and nurses on improving transfusion medicine practice.

With the addition of the Seventh-day Adventist Church's online education entity, Griggs University in 2010, the University now offers a comprehensive array of educational offerings and approaches to serve its primary public not only on its Berrien Springs campus, but also throughout North America and around the world. The formation of the School of Distance Education & International Partnerships has enabled the University to meet varying education needs of global communities not only through existing partnership agreements of the University, but through new partnerships with institutions in countries such as Trinidad, Russia, Spain, and Kenya. International academic

partnerships, including those in Korea, China, India, and Vietnam, expand the University's service beyond an Adventist and, at times, even a Christian base.

As the flagship higher education institution of the Seventh-day Adventist Church, both undergraduate and graduate enrollment offices rely primarily on Seventh-day Adventist feeder systems to reflect the historically predominant Seventh-day Adventist student body. At a time when Adventist elementary and secondary school enrollments and student populations are both shrinking nationwide, Andrews has brought in between 43 and 68 Adventist students who were not enrolled in the Adventist high schools typically targeted or visited by the University's enrollment team to the new freshman population during each of the last three school years. This was the result of an expanded consortium marketing approach directly targeting more than 20,000 Adventist high-school aged students through direct mail, email correspondence, and phone calls in collaboration with sister Adventist colleges and universities that jointly brand the Adventist higher education system.

Beyond serving its core Adventist market/public, the University enrollment management team focuses on regional recruiting at Christian and public high schools, and also targets advertising to a regional Christian market outside of the Seventh-day Adventist Church seeking to identify and serve those students who may desire to receive a Christian education at a local higher education institution.

2. The institution's educational responsibilities take primacy over other purposes.

Andrews University, according to its bylaws, is operated as a non-profit higher education institution by the Seventh-day Adventist Church, and works to serve as part of the "educational ministry" of that church. Resources are allocated in line with the institutional strategic plan, and no revenue is disbursed to any superordinate entity. The institution's operating budget partly depends on subsidies from international, national, and regional divisions of that church organization, and its budget assumptions are built towards investing and reinvesting any bottom line in funding essential academic programs and maintaining ongoing operations of the University. On the whole, the University aims to allocate 59.5% of income for direct educational expenses, including faculty salaries, and the remaining 40.5% for institutional and academic support (See also 5.A.2).

3. The institution engages with external constituencies and responds to their needs.

In alignment with its stated mission, Change the World and the Core Strength, Engage Globally, the University intentionally and consistently seeks to engage with those beyond its campus. As an internationally diverse campus, the University's commitment and service to external constituencies is a consistent part of its operations. This includes local as well as international networks of ongoing and expanding partnerships. Engagement with those constituencies also represent opportunities for the students and faculty of the Berrien Springs campus. Numerous discipline-specific and interdisciplinary study tours expose Andrews' students to all corners of the globe, which are accompanied by opportunities for students to participate in service-oriented activities each year.

Some of that engagement focuses on the local community, representing the traditional Adventist higher education commitment to Christian service through volunteer work, coordinated by the University's Office of Campus Ministries; each year, approximately 30 students spend an entire school year involved in Christian service volunteer work, another 100 or so are involved in a week or two of Christian service volunteer work, and yet another 400 are involved in day-long service events. The 2015 National Survey of Student Engagement (NSSE) administered to seniors indicated that 62% of them spent one or more hours a week doing "community or volunteer service work," for a mean of 3.4, as compared to a mean of 3.5 among peers, and 3.1 nationally on the same question in the 2014

and 2015 NSSE.

In addition to a campus-based Math & Science Center operated in connection with Berrien County RESA and a summer research program targeted to high school students in nearby Benton Harbor mentioned earlier, a host of other examples demonstrate Andrews' efforts to respond to the needs of its communities. For instance, the Department of Speech-Language Pathology & Audiology, which offers a locally focused clinic year round, offered a "summer communication camp" to area elementary school students. Students from the School of Health Professions and its various departments operate a HERBIE Clinic (Healthcare & Evangelism Reaching Beyond Including Everyone) in Benton Harbor to provide free healthcare and health consultations to adults without health insurance. "Be Healthy," a mobile farmers market, which represented joint efforts between the University's agriculture and public health, nutrition and wellness departments, responded to the food desert that exists in that same nearby city—Benton Harbor—and offered not only fresh food operations, but cooking demonstrations for residents. The School of Architecture & Interior Design offers an annual summer architecture camp for area children. It has also created a number of community development proposals for regional, national, and international projects. For instance, its 2015 project created a comprehensive harbor study for the cities of Benton Harbor and Saint Joseph. The Seventh-day Adventist Theological Seminary, which serves both the national and global Seventh-day Adventist Church community, offers a variety of outwards focused seminars and workshops to the community, ranging from those that focus on the church founder Ellen White to those that offer information on church "planting" for ministers, natural health remedies, and effective outreach for the millennial generation.

One recent project that further reflects Andrews' involvement in and commitment to the local community is the University-sponsored multimedia project to celebrate the town it calls home. While this project was previously completed with slide shows, in 2016 the project was created as a film, A Place to Grow, in which local public school leaders commented on the unparalleled diversity and strength that came to their student bodies in a rural town, Berrien Springs, which is also host to the University.

Andrews also explores innovative and affordable ways to connect to its external global constituencies, especially at a time when global currency exchange rates represent challenges for many of our international students. For instance, the School of Education's graduate leadership program is currently being offered to Brazilians who are otherwise unable to participate in the program in a blended format, with four sessions in Brazil and one session on the Berrien Springs campus. Additionally, two new programs were introduced within the last five years for international undergraduate students who wish to study on the Berrien Springs campus of Andrews University but cannot afford four full years of study. Leaders of Tomorrow allows international students to take one or two semesters of non-credit intensive English study for $2,750 per semester, with an overall cost for a semester of residential living at just under $7,500. The International Transfer Program offers transfer opportunities for students at partner schools accredited through the Adventist Accreditation Association, through dual admission and joint advising with reduced tuition when they complete their studies at Andrews University. (See also 1.C.2).

A global student population and worldwide opportunities are not only measurable realities of Andrews University, its campus community, and global partners, but they are a core part of the institution's DNA, an essential mission strength of this University.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Strengths:

- Infusion of mission throughout the institution and its publications, with appropriate application to different areas and disciplines
- Intentionality in global reach that conforms to institutional mission
- Deep commitment to service to the community at individual, department and institutional level

Future Considerations:

- Deepening the commitment to diversity within the University structure, as for example by appointment of a senior administrator as the chief diversity officer
- Continued awareness of diversity at all levels of the University in hiring as positions become available, including intentionality in mentoring minorities for potential positions
- Development of a more structured approach to service engagement in the community (locally, nationally and internationally) to maximize institutional impact

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Andrews University's bylaws identify the Institution as a non-profit, educational corporation with a mission to serve the local, regional, national, and global outreach programs of the Seventh-day Adventist Church. Although its main constituents are Seventh-day Adventists, as stated in the bulletin, "no particular religious commitment is required for admission" and "the university does not discriminate on the grounds of race, color, creed, disability, national or ethnic origin, sex, marital status, or handicap. On request it makes available to the public its annual financial report."

The bylaws define the criteria for selection, function, and voting policies and procedures of the Board of Trustees members, as well as conflict of interest policy and procedure. Furthermore, the University's working policy describes ethical and responsible conduct expected of the governing board.

The Board of Trustee's Audit Committee reviews audit and compliance issues and makes recommendations to the Board. Until this year, Andrews has had an internal auditor, who verified that internal controls and best practices were being followed and appropriate policies and procedures were in place. Areas audited in the past five years included: petty cash, research grants, the Center for Youth Evangelism, Center for Adventist Research, Adventist Digital Library, WAUS radio station, Dining Services, the airpark, Information Technology Services, copiers/phones, residence halls, employee training, athletics, farm/market garden, loan policies, endowments, and payroll. The reports were shared with the president, with recommendations for best practice improvements discussed between the auditor and the relevant campus entity. Decisions on changes in protocol or practice were included in the final report in the form of a response from the entity. The University also undergoes an audit by the General Conference Auditing Services to ensure that policies are in line with policies established by the Seventh-day Adventist Church.

The University administration communicates with faculty and staff through various venues to ensure transparency and accountability about University operations. This includes faculty meetings, staff meetings, a board report shared publicly by the President after each meeting, emails and Facebook postings from Integrated Marketing & Communication, as well as through University committees.

The University president chairs the Andrews University Compliance Committee, which reviews all compliance expectations for the campus on an annual basis and maintains a compliance inventory to ensure central oversight of all compliance issues.

The Office of Compliance in the School of Distance Education & International Partnerships maintains state authorizations and ensures that the University complies with governmental regulations in the establishment of sites in the United States and overseas. Up-to-date information on state authorizations is available on the school's website. The State of Michigan Department of Licensing and Regulatory Affairs has granted approval for Andrews University to become a member of the State Authorization Reciprocity Agreement (SARA). As a participating institution under SARA, Andrews University is allowed to offer online and field placements in the majority of states.

Financial Functions

The Financial Administration establishes and reviews University financial goals in consultation with the Financial Management Committee. The Financial Administration operates under a professional code of ethics based on the profession of accounting, and members sign conflict of interest statements. The financial statements are reviewed in great detail line by line every month, and all of the accountant's work, including journal vouchers and reconciliations, are reviewed by a second person. The University's resources are allocated in alignment of its mission and strategic priorities through a well-developed process. The University's financial operations are audited annually by an external CPA firm. For each of the last several years, the University has received an unqualified opinion with no audit adjustments or negative comments. The University receives no income from superordinate entities. See 5.A.2 for more on institutional principles for establishing budget assumptions, 5.A.5 for the process of budgeting and monitoring, and 5.C.1 for examples of how the University's strategic plan has guided its budget planning.

In compliance with the Higher Education Opportunity Act (HEOA), the Office of Student Financial Services adheres to the University's Code of Conduct, which consists of 12 specific policies to ensure transparency involving lenders and policies on conflict of interest of the Student Financial Services employees. Student Financial Assistance has qualified as a low-risk auditee in the external audit.

Reporting to the University president, the Office of Development, through the Vice President for Advancement, strives to maintain the highest personal and professional ethics by keeping current in industry-accepted "best practices" through memberships in the Council for Advancement and Support of Education (CASE), Association of Fundraising Professionals (AFP), the Association of Professional Researchers for Advancement (APRA), and Philanthropic Service for Institutions (PSI), a service department of the North American Division of Seventh-day Adventist Church.

Academic Functions

The bulletin documents academic policies pertinent to undergraduate and graduate students and functions as the contract for students, including the process for students to resolve grade disputes. The Institution provides information required under the "Higher Education Opportunity Act" and "Student Right to Know Act" on a dedicated website. The Student Handbook fully discloses student rights, along with available services. It also contains the Right to Appeal/Grievance section, presenting appeal/grievance procedures for both academic and non-academic issues. The University's Code of Academic Integrity outlines the scope of academic dishonesty and general principles.

The University's Copyright Center provides resources for copyright procedure and open web resources. The office also provides information about Teach Act (Technology, Education and Copyright Harmonization Act) for the delivery of distance education, including requirements to qualify for Teach Act, roles of the institution, instruction, and the Information Technology officials, as well as copyright procedures. James White Library has a general Resources Development Policy,

which applies to all departments and academic units. Its website includes specific guidelines for utilizing Internet resources. The University ensures that courses offered online and at off-campus locations are held to the same standards as those offered on campus (See 5.A.1).

Andrews University complies with the Family Educational Rights and Privacy Act (FERPA). The Office of Academic Records supervises FERPA training of faculty and staff; all new employees receive the training during the New Employee Orientation, held monthly.

Faculty participate in shared governance, as outlined in the Shared Governance Plan by serving on university-wide committees and councils. The Faculty Senate substantively engages in ensuring academic quality in the delivery of education services and supporting and advising the University administration on academic issues (See 2.C.4 & 5.B.3 for more on shared governance). The duties of the faculty are outlined in the working policy, which includes qualifications and conditions of employment, policies governing the professional status and quality of faculty members, rank and tenure requirements, and academic policies. Working policy also has a detailed section on ethical conduct in scholarly research.

Personnel Functions

As stated in the Working Policy and the Employee Handbook concerning its employment practices, Andrews University does not discriminate based on "race, national origin, gender, color, age, marital status, veteran status or disability that does not prohibit performances of essential job functions with or without reasonable accommodation." This principle applies to all policies and practices concerning hiring, training, promotions, rates of pay, and other forms of compensation. Human Resources follows established policies and guidelines for interviewing and hiring. Finding the Fit, designed for search committees, covers specific laws that apply to the hiring process. Human Resources staff supervise the annual evaluation of all employees and provide manager/supervisor tools, training, and development. The Employee Handbook describes policies applicable to hourly and salaried staff, and provides information on ethical and responsible behavior for employees and their supervisors.

As an institution owned and operated by the Seventh-day Adventist Church, the University's employment practices reflect religious preferences. However, employment decisions are always made in accordance with the United States Constitution and controlling laws. The University complies with the Americans with Disabilities Act, providing equal opportunity to qualified individuals with disabilities in all employment practices. In compliance with the Affordable Care Act (ACA), all employees, including students, adjunct faculty, contract, and temporary workers who have worked 30 hours or more per week, are provided with Andrews University healthcare coverage.

The Working Policy defines the conditions of service for academic and professional personnel, including underlying ethical principles that relate to relationships with colleagues, students, and the community, academic freedom, theological freedom for faculty in the Seminary, and ethical conduct in scholarly endeavors. Policy is also clear as to what constitutes academic misconduct, fraud, and conflict of interest. Furthermore, conditions of employment for all employees are in the Employee Handbook, posted on the Human Resources website. Policies and procedures pertaining to the employment of students are posted on the Student Employment webpage. The Office of Human Resources monitors student-employee files for compliance with Federal and State laws.

The University has grievance policies for faculty and administrators, hourly and salaried staff and students. The president appoints two ombudspersons to advise faculty, staff, and students who have exhausted normal University procedures for resolving conflicts. Maintaining confidentiality, they work outside of administration to see that policies have been fairly followed and facilitate

dialogue, apart from formal grievance procedures.

The University follows established policies in handling discrimination and harassment, and publishes the process for filing complaints for faculty, staff, and students. Frances Faehner, Title IX coordinator, works with two officials, each representing students or faculty/staff. All members of the Andrews University community are expected to participate in an online module of training on Title IX. The Sexual Misconduct Policy outlines the University's processes and response and includes offices, names, and contact information of relevant University officials.

Auxiliary Functions

Various auxiliary enterprises of the University provide services needed to support campus life. Policies and procedures are in place to ensure adherence to applicable laws and regulations. For example, Dining Services, operated by Bon Appétit Management Company, is recognized for its environmentally sound sourcing policies and is committed to providing food of a superior quality by upholding "a high standard of safety and sanitation and avoiding the waste of food, supplies, and manpower" [Dining Services website]. It follows the FDA food code to safeguard public health and strives to provide its employees with a safe and healthful work environment as prescribed in the Occupational Safety and Hazard Act (OSHA). It ensures professional, safe, ethical, and responsible operation, as outlined in the Compass Code of Ethics. Employees are informed of policies and procedures concerning conduct, pay, benefits, safety, and handling workplace issues through its handbook.

Both University Housing and Residence Halls are committed to enhancing the educational environment essential to achieving physical, spiritual and academic health. They strive to provide a satisfactory environment and comfortable living for students to reach their educational goals. University Housing provides equal housing opportunities for its students and employees and does not discriminate on the basis of race, color, gender, physical disabilities, family status, or nationality. Its policies are detailed in the Handbook for Renters for Apartment and Houses. Similarly, Residence Halls preserve and enhance the unique mission, message, and lifestyle of the Seventh-day Adventist Church by upholding guidelines outlined in the handbook.

The University Bookstore, operated through Barnes and Noble College, strives to conduct its business with a high level of integrity and ethical standards. Following applicable laws, rules, and regulations, it requires its employees to disclose any actual or potential conflicts of interest. Its hiring policies and procedures are conducted without regard to age, race, national origin, citizenship status, military or veteran status, religion, disability, sex, sexual orientation, marital status, or any other characteristic protected by applicable laws. The Code of Business Conduct and Ethics of Barnes & Noble Education outlines the process of raising questions and reporting potential ethics and compliance issues.

The University's classical radio station, WAUS, operates in accordance with the Andrews University working policy. More specific expectations are described in the WAUS Announcer Handbook. Student workers are expected to abide by the rules set out in the Andrews University Student Handbook.

Lastly, the Andrews dairy, managed by the University's controller, outlines its policies and standards for treatment of animals and other workers in the Dairy Handbook. Workers are also governed by the Andrews University Employee Handbook.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Programs and Requirements

Andrews University uses the online bulletin as its central reference resource to communicate information on academic programs and policies, including policies specific to undergraduate and graduate students. Additional information on graduate programs and enrollment is provided on the School of Graduate Studies pages of the bulletin. Department websites may provide additional information for students.

Faculty and Staff

Faculty and staff information is displayed on each school's website, which is accessible from the Academics page. Additional information can be found by clicking on the faculty name, or on the department's website.

- Aviation faculty
- College of Arts & Sciences faculty
- School of Architecture & Interior Design faculty
- School of Business Administration faculty
- School of Education faculty
- School of Health Professions faculty
- Seventh-day Adventist Theological Seminary faculty

Costs to Students

Information on tuition and fees, and undergraduate and graduate financial assistance is provided in the bulletin. The prospective graduate student website includes links to detailed information on overall tuition and fees, housing and insurance costs, as well as an overall introduction to the variety of financial aid opportunities. The prospective undergraduate website links to the Net Price Calculator, specifically designed for undergraduate students and their families, to walk them through specific costs and fees of attending Andrews and available aid resources. It also includes information on both subsidized and unsubsidized federal loans and explains the exact financial information and details of what students will receive. The Student Financial Services webpage also includes comprehensive information on pricing, and merit- and need-based aid.

Control

Andrews University is owned and operated by the Seventh-day Adventist Church, and this relationship is clearly stated in the University's bylaws, bulletin, University website, and the Student Handbook.

<u>Accreditation Relationships</u>

All accreditations and professional memberships are listed in the <u>bulletin</u>. Additionally, the webpage of the <u>Office of Institutional Effectiveness</u> displays the Higher Learning Commission stamp of accreditation, providing up-to-date information about the University's regional accreditation status, and houses past HLC accreditation documents. Accreditation relationships are also identified on <u>department websites</u>.

<u>Authorizations</u>

Andrews University offers a number of programs via distance and off-campus locations. Information regarding these program offerings is provided in the bulletin for each <u>applicable program</u>. The University is a member of SARA, and is approved to offer distance education in all SARA member states. A complete listing of authorized states can be found on the <u>website</u> of the School of Distance Education & International Partnerships. The bulletin pages of off-campus programs link to an up-to-date list of approved <u>off-campus locations</u>, maintained by the Office of Institutional Effectiveness.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The Board of Trustees of Andrews University is composed of approximately 40 members. Half of them are officials in the Seventh-day Adventist Church and serve ex officio, and the other half are lay members of the church, elected for a renewable five-year term during a meeting of the Corporation membership as outlined in the University Bylaws. The Board chair is a vice president of the Seventh-day Adventist world church organization and is formally installed in office by a vote of the newly constituted board following the membership meeting.

The selection of the trustees and their responsibilities is outlined in the University Bylaws, sections 5 and 6. A Board Policies Manual, which has been adopted by a Board vote, operationalizes the Board-related policies in the University Bylaws, and other policies as voted by the Board in session. Revisions are followed by a Board vote and are included in the policy manual as needed annually. The Board Policy Manual mandates regular evaluations of the work by individual trustees and the Board in session.

1. Board's deliberations reflect institutional priorities.

The Board Policy Manual sets out the Board philosophy of governance; it is to govern with discipline, and with a goal of excellence, allowing for a diversity of views and perspectives, while speaking for the University with one voice. Within that context, its role is distinctly to preserve and enhance the institution. The following Board actions illustrate how the Board's deliberations reflect priorities to preserve and enhance the institution:

The Board approves an annual budget that protects the financial solvency of the University, and receives regular updates on the annual operations through the most recent financial statement available at the time of each meeting. It also receives the report from the Audit Committee annually and approves all capital expenditures over $250,000. Through these financial controls the Board provides oversight of the financial health of the institution. On an annual basis the Board also reviews Key Performance Indicators, presented in the Provost's report, and receives reports for compliance and diversity. Each of these provides the opportunity for Board members to understand and engage in conversations related to the health of the Institution and its future.

Specific actions of the Board also indicate its commitment to enhancing key strategic initiatives. For example, the Board took action in 2010 allowing Andrews to "take control" of Griggs University (a school of distance education) and ensured resources were available for the implementation of this action. In the process of implementing the 2012–2017 Strategic Plan, constructing a new wellness center was considered one of the priorities. The Board voted approval of the recent health and wellness initiative, which includes the construction of the new University Health & Wellness Center.

2. Board considers interests of institution's internal and external constituencies.

The Board does its detailed work through its nine subcommittees and the President's Council. They include members of the campus community, alumni, and friends of the University, enabling the interests of the institution's internal and external constituencies to be heard. Minutes from the President's Council indicate the breadth of engagement in that council from internal faculty and staff, as well as the council members themselves. The membership of the subcommittees also indicates the presence of internal and external constituents, ensuring that actions taken by these groups and recommendations made to the full Board of Trustees involve these wider voices. For example, on the Academic Programs and Educational Services Committee, deans are standing members and other internal constituents are invited to share information and ideas with the Board. In addition, when the Board meets in sessions, a wide range of advisors are invited—both internal and external.

3. Board preserves independence from undue influence of donors, officials, ownership interests, or other external parties.

The Board Policy Manual (3.7) instructs the trustees to avoid any conflict of interest and requires them to sign an annual conflict of interest statement. Furthermore, the Board expects of itself and of each trustee ethical and professional conduct in all its dealings. The policy mandates that each trustee shall be a donor of record each calendar year and must avoid any self-dealing or any conduct of private business while serving as a trustee. These stipulations help ensure that any potential conflict of interest that might come with ex-officio individuals serving on the Board is avoided.

In reality, the presence of such ex-officio officials within the context of Board policies has been in the best interest of the institution in that the support of these individuals in their various constituencies has enhanced the reputation of the institution or helped with funding. For example, the recent gift to the University of $1 million for development of online learning was a direct result of the interest of ex-officio Board members in this project; they, in turn, made the case on behalf of the University to the world church. The 50% elected lay members also provide a balance to the influence of church officials, and the risk of their "undue influence" through, for example, financial contributions, is monitored by the University administration in line with the conflict of interest declarations.

4. Board delegates day-to-day management to administration; faculty oversee academics.

The Board Policy Manual (4.1) outlines the relationship between the President (administration) and the Board (governance). This clearly delineates the responsibility delegated to the president by the Board for management of day-to-day issues.

The University has also recently reconstituted the University Senate into a Faculty Senate in the interest of clarifying "shared governance," particularly in academic matters involving students, curriculum, teaching and learning, faculty appointments, promotion, and research. The reconstituted Faculty Senate has received confirmation by the Board vote and clearly identifies the faculty responsibility to oversee academic matters. The flow chart of academic committees and the

constitution of the Faculty Senate also indicates the breadth of responsibilities given to faculty for academic matters.

One area of concern expressed by the 2009 HLC team was the lack of clarity in Board documents related to hiring of senior administrators, such as provost. To address the concern, wording changes have been made in the Bylaws (5.5.1) and Board Policy Manual to ensure consistency of messaging.

The recent provost search illustrates this enhanced clarity, providing further evidence that day-to-day management of the University is handled through shared faculty governance. Chaired by the provost/president-elect, Andrea Luxton, an internal Provost Search Committee was formed, comprising faculty, staff, and student representatives, with one Board of Trustees representative to provide an external voice. The group began meeting in March 2016. Following a review of applicants, the committee selected three accomplished finalists, including two candidates from the Andrews community, and one off-campus candidate who had previously been an Andrews faculty member. The finalists were interviewed by a variety of campus student, faculty, and staff groups, including the vice presidents on campus, the Dean's Council, and the Faculty Senate, who made recommendations to the Search Committee. For example, the Faculty Senate conducted a question/answer session with each candidate and then filled out an anonymous feedback form for each candidate, which was sent to the Search Committee. The Search Committee made its choice after thoroughly reviewing a compilation of responses from various groups prepared by the chair of the Search Committee, and the decision was shared with the Board, who, in turn, affirmed the committee's decision.

The relationship between the Board of Trustees, administration and faculty, and in particular, the development of the Faculty Senate parameters have resulted in positive and constructive conversations among faculty, administration, and the Board over the last few years. The guidelines created for both the Board-administrative relationship and the faculty-administrative relationship have helped bring additional positive dialogue to decision-making, particularly at the faculty level (See 5.B.2, 5.B.3, & 5.C.3 for examples of the Faculty Senate's involvement in decision-making.).

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

As clearly stated in the Working Policy, academic freedom has a special significance for Andrews University "for it is essential to the well-being of the Church itself." Andrews' faculty "investigate, teach, and publish within the area of his academic competence, without external restraint, but with a due regard for the character and aims of the institution which provides him with credentials, and with concern for the spiritual and the intellectual needs of his students." They are expected to subscribe to and work within the framework of the statement of the General Conference of Seventh-day Adventists on Freedom and Accountability and Academic Freedom in Seventh-day Adventist Institutions of Higher Education, as outlined in the policy on academic freedom. In its statement on academic freedom for higher education, the General Conference of the Seventh-day Adventist Church defines 'Freedom of Speech," "Freedom of Research," and "Freedom to Teach" in a Christian, and more specifically Adventist, context.

The University's commitment to the pursuit of truth in teaching and learning can be demonstrated through various examples. In her plenary address at the 2016 Faculty Institute, President Luxton placed emphasis on upholding freedom of intellectual inquiry as she defined Andrews' philosophy of Christian scholarship. She stated that a scholar who is firmly rooted in basic Christian principles should not feel constrained in pursuing a line of scholarly inquiry for fear that the study may produce results that challenge or contradict existing Christian or Adventist paradigms. The University promotes open dialogue about religious and academic issues by bringing in speakers from outside the denomination or faith to the Annual Autumn Conference on Religion and Science and the Center for College Faith Luncheon. Faculty regularly engage in philosophical and practical discussions of incorporating faith to various disciplines of teaching and learning at the Faculty Institute held each August. The Student Movement, the official student newspaper of Andrews University published weekly, offers a forum in which the student body can voice opinions on various issues concerning various aspects of student life and the current society.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. Institution provides oversight and support to ensure the integrity of research and scholarly practice.

The Office of Research & Creative Scholarship (ORCS) at Andrews provides oversight and support services to ensure that research and scholarly practice provided by its faculty, staff, and students adhere to federal regulations. All research involving the use of human subjects must be approved by the Andrews University Institutional Review Board (IRB). As described in the IRB Handbook, the purpose of the IRB is to ensure that the rights and welfare of participating subjects are protected and that the study will yield outcomes that are to the good of society. The IRB consists of experienced researchers from varying disciplines from within the University and community to conduct a complete and adequate review of research proposals. The IRB monitors the progress of the ongoing research until completion. The IRB officer offers training videos and in-class training on the responsible conduct of research. The training, which supplements the Ethics Core and the National Institutes of Health training, is available to all Andrews University students both on and off-campus. The Office of Research & Creative Scholarship offers students a variety of resources and training opportunities on its website. In compliance with the federal regulations concerning the care and use of all vertebrate laboratory animals, Andrews University Institutional Animal Care and Use Committee (IACUC) oversees the University's research activities involving the use of animals, and information is posted on the website of the Office of Research & Creative Scholarship.

The Association of College and Research Libraries Standards for Distance Learning Library Services state: "All students, faculty members, administrators, staff members, or any other members of an institution of higher education are entitled to the library services and resources of that institution... Academic libraries must, therefore, meet the information and research needs of all these constituents, wherever they may be." The James White Library provides equivalent library services to all of the Andrews off-campus programs by working closely with the departments, schools, graduate dean, and School of Distance Education & International Partnerships. Students have access to a librarian, and a variety of resources, such as subject area research LibGuides, and Digital Commons.

2. Students are offered guidance in the ethical use of informational resources.

Andrews University guides students in the ethical use of information in classes such as College Writing and research methods classes. Academic integrity is addressed at the Writing Workshop offered by the English faculty during the New Graduate Student Orientation in August each year. TurnItIn, a plagiarism detection program, is utilized University-wide for written

assignments in order to enforce ethical use of sources. The Writing Center assists students in need of guidance with proper citation. Additionally, the James White Library provides library instruction classes, which include information on copyright and plagiarism. Copyright warnings are posted on public photocopiers and on interlibrary loan materials. The School of Distance Education & International Partnerships includes instruction and assessment on plagiarism within the LearningHub.

Information Technology Services (ITS) provides information about proper and prohibited activities in the Computer and Networks Usage Policy. Copyright compliance is part of this policy..

3. Institution has and enforces policies on academic honesty and integrity.

Andrews University has recently updated its integrity policy. Academic integrity is overseen by two councils—the Faculty Academic Integrity Council (FAIC) and the Student Academic Integrity Council (SAIC). These two councils are tasked with various responsibilities such as keeping records of violations, organizing Integrity Panels as needed to review certain cases of reported dishonesty, and making suggested changes regarding integrity policy to the university. A record of academic integrity violations is maintained by the chair of the FAIC. Student records are kept private and are accessible only to the student, the academic advisor, and the chair of the student's declared department. A summary of the new policy and the Integrity Pledge are provided in the Student Handbook and on the Academic Integrity website. The updated policy will also appear in the next bulletin.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Strengths:

- Development of a Board Policies Manual which clarifies governance roles and ethical board behavior
- Formalizing institutional compliance expectations through a compliance committee with annual report to the Board
- Creation of the Faculty Senate with clarity of governance identified through a shared governance document
- Online module training for FERPA and Title IX

Future Considerations:

- Embedding FERPA, and Title IX training into institutional operational cycle
- Embedding integrity policy with more student ownership into academic operations

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. Courses and programs are current and require performance appropriate to degree or certificate awarded.

Andrews University, a Doctoral University: Moderate Research Activity, offers degree programs at the bachelor, master and doctoral levels. All of these degree programs are current, rigorous, relevant and appropriate to higher education.

Since the last HLC accreditation visit, the University instituted the academic program review process (See also 4.A.1). This review process is associated with faculty governance and under the purview of the Program Development and Review Committee (PDRC), a joint standing committee of the Graduate Council and Undergraduate Council, which are faculty councils. After a thorough self-study, the review is conducted by a peer review panel, which consists of three to five faculty, one of whom is external to the University. The process involves evaluating the market and mission relevance of the programs and assessing the programs' differentiation from and contribution to the other programs that are a part of the portfolio of programs offered. The review process monitors and ensures academic quality and innovation by documenting how programs establish, implement, and measure their objectives, focusing on student learning outcomes that are appropriate for that degree level. The panels also review relevant departmental/program strategic goals, monitor progress in meeting these goals, and recommend ways in which the unmet goals may be reached. After the report is reviewed by the panel, the PDRC, and the Council, the recommendations are discussed between the dean and the provost to determine action steps and budget needs. Lastly, a summary of the contribution of the program to the academic discipline and the University, and the outcome of the review is shared with the rest of the Andrews University community. Degree programs which are not externally accredited follow a seven-year cycle of review. A streamlined review process has been developed for externally accredited programs, addressing the Program Review Questions that were not addressed in the accreditation process.

The expected levels of student performance are progressively more rigorous within each degree and

among the different degree levels. For example, for a bachelor's degree, the expectations are specific credits, cumulative GPA and explicit assessments, whereas for a master's degree, comprehensive examination and/or a project or thesis are additionally required. For a doctorate, a dissertation is required in addition to comprehensive examination. The culminating activities and degree expectations for graduate degrees are clearly articulated in the bulletin.

Courses are kept current, with expectations for appropriate levels of student performance, through several processes. Faculty review and revise their course requirements and syllabi each time they teach. When adjunct faculty are employed to teach a course, they are provided with previous syllabi to assist them with course preparation. Department faculty, under the direction of their chair, establish course scope, sequencing, pedagogical design, and assessment of student learning, and information obtained through this process is used in the curriculum mapping (See 4.B.1). If department faculty wishes to recommend changes to existing courses, create new ones, or deactivate existing courses, the recommendations are first evaluated by the school committee on courses and curricula before they are voted by the full school faculty. An instructional designer assists faculty with the development of distance courses, and new online courses must meet the standards described in the DLiT Guidelines for online courses before they are approved by the Distance Learning and Technology Committee (DLiT). Course assignments and anticipated student preparation time for off-campus courses must be at least equivalent to on-campus courses. Whether a course is taught on-campus, off-campus, or online, the academic program or department approves the faculty and curriculum, ensuring that courses meet the same rigorous standard.

2. The institution articulates and differentiates learning goals. (See also 4.B.)

Andrews University uses an electronic assessment information management system, WEAVE, to document the learning goals, student learning outcomes, and measures by degree levels— certificate, undergraduate, graduate, doctoral, and post-graduate certificate. The University articulates learning goals related to the mission for all Andrews programs. Performance expectations are set by the faculty for each level within their courses and programs. Research and thesis expectations for graduate students ensure higher levels of inquiry, critical thinking, and writing. Additionally, Andrews University is establishing a Unified Framework of Outcomes (UFO), modeled after the Lumina Foundation's Degree Qualifications Profile (DQP), to more precisely differentiate the student learning outcomes across six broad domains for the undergraduate and graduate levels. (See also 3.B.1.) A faculty committee is overseeing the development and implementation of this framework. Finally, program faculty have been in the process of mapping their degree programs to ensure scope, sequencing, and progression in the level of difficulty in outcomes within the degree (See examples of Music and Physics).

A significant number of Andrews' academic programs are externally accredited by the appropriate discipline-specific bodies. The accreditation of these programs is an affirmation that they are current, meet the academic standards for the disciplines, and provide learning outcomes that are appropriate to higher education and the level of the degree awarded.

3. Program quality and learning goals are consistent across all modes of delivery and all locations.

All academic programs of Andrews University are held to the same rigorous academic standards and are subject to the same faculty governance. Academic program quality, learning goals, and outcomes are consistent across all modes of delivery and locations where the degree programs are offered. To ensure this consistency across all modes of delivery—on-campus, online, and off-campus—all new programs are subject to the same rigorous approval process. This approval process is reviewed by

multiple entities including the department curriculum committee, the Professional Degree Council (PDC) for professional degrees, the school curriculum committee, and the Program Development and Review Committee (PDRC), before final review and approval by the Undergraduate Council or Graduate Council. When a program is approved, any online courses are reviewed by the Department of Digital Learning & Instructional Technology according to Andrews' requirements for online courses.

Additionally, the School of Distance Education & International Partnerships provides instructional technology leadership, support and resources for faculty, staff, and students who are enrolled in on-campus, online, or off-campus programs. Moreover, each academic program or department approves the faculty and curriculum for their respective programs and courses, whether they are offered on-campus, online, or off-campus. For anyone who teaches a course for which Andrews University issues credit, employment is pending upon the University's approval before the class is offered. If a program is offered off-campus, then the program faculty and University administration provide administrative oversight and do site visits to assess the quality of and access to instructional resources at each location.

Lastly, program assessment, combined with the periodic program review, help to ensure consistent quality across all modes of delivery at all locations. For example, the School of Business Administration monitors program quality and achievement of outcomes for the MBA offered on the main campus and via distance each year. The Seminary has mapped out the program outcomes for the MA Religion for delivery at both the main campus and the international off-campus locations. The two differ in that the main campus program focuses on a specific area of study, while the internationally delivered program is more general. However, the learning outcomes are closely aligned between the two, and both are included in the annual assessment report. The Educational Psychology program in the School of Education reviewed both their main campus program and international off-campus program in their recent program review.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1. General education appropriate to mission, offerings, and degree levels

Andrews University's general education program, named the Andrews Core Experience (ACE), has been designed to provide a well-rounded, liberal arts education that is appropriate to our mission as a Seventh-day Adventist, Christian institution, and meets the needs of our educational offerings and degree levels. The program accommodates our associate, bachelor of arts, bachelor of sciences and professional bachelor degree programs, as well as an alternative Honors track.

The University's general education program is appropriate to its mission, as demonstrated by the fact that all eleven ACE learning outcomes are rooted in the mission statement, Seek Knowledge, Affirm Faith, Change the World. In line with the mission, the ultimate purpose of our ACE curriculum is to "prepare graduates who possess knowledge, the ethical values, interests, abilities, communication competence, quantitative skills, and analytical thinking for both leadership and service, so that they may contribute effectively to their homes, work places, communities, and churches." The general education learning outcomes reflect the University's commitment to "provide an environment that nurtures excellence in pedagogy and research in a strong faith environment and be known for that excellence," as expressed in the University's 2012–2017 Strategic Plan.

J. N. Andrews Honors program offers Scholars' Alternative General Education Studies (SAGES), a text-based alternative to the general education requirements. SAGES includes a curriculum based on the study of original texts, independent research, and writing, providing a series of interdisciplinary courses that replace general education requirements for the bachelor of arts and bachelor of science degrees. The goals of the program include providing high quality alternative to general education, developing academic and cultural literacy, fostering community of learning, and integrating faith and learning.

General Education Appropriate to Educational Offerings

The general education program accommodates all of our educational offerings, whether classes are delivered face-to-face, online, or off-campus. A significant part of the general education program is the first-year courses, which provide a curriculum that establishes initial expectations and basic academic skills foundational to the undergraduate experience. The three core 100-level general education courses in religion, communication, and college writing provide first-year students with a foundation to build upon for an academic journey. Furthermore, it fosters the development of basic academic skills and provides students with a sense of belonging to the campus community.

Andrews University is in the process of conducting a comprehensive review of its general education. A general education committee, a faculty committee, oversees designing, implementing, and delivering the general education curriculum. As part of the review, the University is investigating the idea of designing a first-year experience, which would include an academic curriculum and a co-curricular experience built around learning outcomes. For decades, general education has been delivered as a course-based program; students use a check sheet to document completion of the requirements, and they may or may not have followed a systematic sequence to complete the requirements. While general education courses were chosen to achieve the general education goals, outcomes of those courses were not systemically assessed.

The ACE director has begun to transition to an outcome-based approach. In fall 2015, he announced that ACE outcomes must be included in ACE course syllabi. In spring 2016, he piloted the use of VALUE Rubrics from the Association of American Colleges & Universities (AAC&U), to measure ACE learning outcomes. The pilot focused on written communication, quantitative literacy, information literacy, and inquiry and analysis. In fall 2016, 20 courses were selected to implement the VALUE Rubrics to examine the extent to which the general education program enriches students' intellectual, aesthetic, and creative interests and helps them develop higher intellectual skills, such as critical thinking and essential communication skills (See also 4.B.2). In addition, the ACE Committee is conducting a self-study during the 2016–2017 school year, which will be reviewed by the Program Development and Review Committee (PDRC) and Undergraduate Council, to ensure continued alignment with our mission and the trends in higher education.

Because the ACE curriculum is imbedded in undergraduate degree programs, every undergraduate student has to meet the learning outcomes of the general education program. With the initiation of Andrews' UFO, the ACE learning outcomes will now be explicitly imbedded in the outcomes of an undergraduate degree.

Unified Framework of Outcomes

Currently, a faculty committee is overseeing the development and implementation of the Andrews University Unified Framework of Outcomes (UFO) to differentiate student learning outcomes across six broad domains: 1) Specialized Knowledge; 2) Broad Integrative Knowledge; 3) Faith Integration; 4) Intellectual Skills; 5) Applied Collaborative Learning; and 6) Civic and Global Learning. The latest version of the UFO is aligned to the ACE learning outcomes, and will define what students should know and be able to do, whether they are in ACE or Honors. Furthermore, these same outcomes will carry through to the bachelor's and even graduate level with higher levels of expected performance. The projected date of formally launching the UFO in academic programs is fall 2017, and the first phase will focus on the Intellectual Skills of writing and reading comprehension, which are areas that faculty have identified as areas of concern, as well as Faith Integration, which has not been measured consistently across programs. The differentiation of learning outcomes will help ensure that there is distinctness of expectations between the undergraduate and graduate levels. Finally, the University is

in the process of mapping the UFO onto each degree program to ensure scope, sequencing, and progression in the level of difficulty in outcomes.

2. Articulation of purposes, content, and intended learning outcomes

Andrews University clearly articulates to all students and other stakeholders the purpose, content and intended learning outcomes of its general education requirements in the Bulletin. Students in the Honors program can find their (SAGES) requirements in the Bulletin and on the Honors website. The honors program articulates its program goals and six specific outcomes in WEAVE.

General Education Grounded in Philosophy/Framework Developed by Andrews University

Andrews University's philosophy of education is grounded in the principles of the Seventh-day Adventist Church. An Andrews education is wholistic, transforming the Mind (Mens), Spirit (Spiritus), and Body (Corpus). This philosophy is encapsulated in our mission to "transform...students by educating them to seek knowledge and affirm faith in order to change the world." The 11 learning outcomes of the ACE program are aligned to our philosophy and mission. As is aptly stated in the ACE's philosophy statement developed by the ACE faculty committee, our faculty seeks to "prepare graduates who possess knowledge, the ethical values, interests, abilities, communication competence, quantitative skills, and analytical thinking for both leadership and service, so that they may contribute effectively to their homes, workplaces, communities, and churches."

Broad Knowledge, Intellectual Concepts, Skills and Attitudes

The Andrews Core Experience program, which is required of all degree-seeking undergraduate students, provides broad knowledge and intellectual concepts, and develops skills and attitudes that Andrews University desires for all of its graduates. Broad knowledge and intellectual concepts are gained through the requirement that students take courses from a wide variety of disciplines, including religion, mathematics, language and communication, history, the social sciences, life and physical science, art, music and fitness. For example, in relation to Andrews' mission that students will be educated to Seek Knowledge, attainment of historical knowledge and context, as well as critical thinking skills, are explicit in the history course Civilizations & Ideas. Written and interpersonal communication skills are developed and honed in College English and Communication Skills. Every student must demonstrate quantitative reasoning skills by meeting the math requirement before graduation. In regards to the University's emphasis on faith development, students learn more about God and grow in their faith by taking one religion course each year, including in most cases, RELT 100 God and Human Life. In accordance with the goal to "embrace a balanced lifestyle," students learn how "lifestyle choices affect physical, mental, and spiritual health" in Fit for Life.

As described in 3.B.1, the University is intentionally moving towards making the general education program outcome-driven, rather than merely course-based. The pilot project to use VALUES rubrics for measuring ACE outcomes, the comprehensive ACE review, and the Andrews UFO, which will use VALUES rubrics on a much larger scale, will help the University to ensure that students are truly gaining those skills and attitudes that Andrews believes every college-educated person should possess. Historically the financial structure of general education courses has been department/school based. In fall 2016, the university administration began conversations to review the financial structure of the general education (now ACE) courses, which proposes these courses would also be supervised by the ACE administrative leadership. The goals of providing a different financial structure for the ACE program would be to:

- Enable a direct administrative role for the ACE leadership to build an "ACE experience" through personnel and curriculum decisions
- Streamline ACE comprehensive student learning outcomes

This will be done in concert with Andrews UFO's.

3. Programs engage students in collecting, analyzing, and communicating information; mastering modes of inquiry/creative work; and developing skills for changing environments.

The ACE program and the SAGES program lay the foundation for developing students' critical thinking abilities and academic skills to successfully perform various tasks required in their disciplines as outlined below:

In its assessment management system, WEAVE, the University documents how the degree programs engage students in collecting, analyzing and communicating information, as these relate to the Andrews University goals. A sampling of measures listed in WEAVE demonstrate the fact that students are required to perform skills, give presentations, do projects or theses and communicate findings through other written assignments. Internships allow students to adapt their skills in changing environments.

Further, degree programs document evidence of effectiveness of students' engagement in collecting, analyzing and communicating information through additional measures. For example, students in biology consistently score high in analytical skills in the Major Field Test and have a high acceptance rate into medical school. An analysis of data of chemistry and biochemistry graduates shows a high level of placement in medical, dental or other STEM graduate schools, indicating their achievement of problem-solving abilities, critical thinking, knowledge of scientific concepts and principles, and perceptual abilities. Graduates of art, photography and design degrees carry their creative skill into their professions.

Andrews promotes a culture of research and creative scholarship. Undergraduate Research Program awards scholarship to those students who conduct a research study under the guidance of a faculty mentor, in the mentor's area of expertise. This collaborative experience results in a presentation at the Andrews University Research Symposium as well as publications, and presentations at national conferences. Students in our Honors Program complete an Honor's Thesis or project and present their findings at the University-wide Research Symposium.

Doctoral students are required to demonstrate their ability to master the process of inquiry, as well as collect, analyze and communicate information, in a dissertation. Successful candidates have to both write the document and make a public presentation of their findings. The quality of the written document and the public presentation are evaluated by the examining committee, using a rubric.

WEAVE also documents how degree programs engage students in mastering modes of inquiry or creative work. Results of NSSE 2015 Snapshot and the High Impact Practices indicate that our undergraduate students are engaged in higher order thinking, and are comparable in their performance to those in our peer institutions.

The expectation for our students to develop skills adaptable to the changing environments is enshrined in the University's mission and goal statements. Assessment of degree programs includes documenting how programs engage students in creative problem-solving and innovation, apply understanding of cultural differences in diverse environments and engage in service activities to meet human needs. In addition, students apply collaborative leadership to foster growth and promote

change, and engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church. According to the NSSE 2015 Engagement Indicators, 74% of first-year students answered "very much" or "quite a bit" when asked to what extent their coursework prepared them in applying facts, theories, or methods to practical problems or new situations. This result is on par with, or more favorable than, our comparison groups.

4. Education recognizes human and cultural diversity.

Andrews University, nationally ranked for its international and cultural diversity, is indeed a "global village." As a faith-based Seventh-day Adventist institution, it values human and cultural diversity, which is enshrined in the Church's fundamental beliefs. Consequently, Andrews, in its core curriculum, professional development for faculty, students' orientation, university events and students' programming recognizes and celebrates the value of human and cultural diversity. As stated in the ACE learning outcomes, students are equipped to consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one's chosen profession. They are to exhibit compassionate behavior towards other individuals and show respect for the dignity of all people, affirming the biblical view of all persons being created in the image of God, who in Christ wants all human beings to be one, independent of gender or ethnic background; and enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community. The University Diversity Council developed the Andrews M.I.R.R.O.R, a professional development workshop on cultural intelligence. The Council, comprised of faculty, staff, students, and administrators, advises the president and ensures that the University culture supports the human and cultural diversity on campus and that curricular offerings and the institutions' practices value human and cultural diversity. The Council has developed a training schedule to ensure that every student has the requisite cultural intelligence to live and thrive in the midst of diversity.

Furthermore, undergraduate students have opportunities to study at other Adventist colleges overseas through Study Abroad. Study tours expose students to additional cultural perspectives, allowing them to have meaningful interactions with people from different culture and even make contribution to their community. Study tours to Madagascar led by the MS in Community and International Development program, for example, provide students with opportunities to serve people from varied backgrounds in underserved communities. Additionally, graduate students in our social work and graduate counseling programs serve the underserved through internships.

5. Faculty and students contribute to scholarship, creative work, discovery of knowledge.

Faculty of Andrews University are actively involved in, and contribute to, the scholarship of the University and their academic discipline. The faculty members' peer-reviewed publications, general publications, and professional presentations demonstrate their active contributions to scholarly communities. Our faculty in the arts are known for their performances and exhibitions, and their creative works make meaningful contributions to the University's mission.

To help ensure that our faculty make meaningful contribution to scholarship and creative work, Andrews provides seed money, Faculty Research Grants, to support faculty research. This seed money has allowed some faculty to secure external funding to advance their research agenda. Another incentive for faculty to contribute to scholarship, creative work and the discovery of knowledge is the Siegfried H. Horn Excellence in Research & Creative Scholarship Award.

Collaborative faculty-student research is strongly promoted at Andrews University as illustrated by the aforementioned Undergraduate Research program (See 3.B.3). Also, faculty are incentivized to mentor graduate student researchers by being allowed additional funding when they include graduate

students in their [Faculty Research Grant Application](#). The [Earhart Emerging Scholar](#) program provides funding to undergraduate juniors and seniors who are engaged in original research in anthropology, communication and journalism, economics, history, language, philosophy, political science, religion and theology, or sociology. The research must culminate in a completed project. Students in the STEM areas receive [internships and fellowships](#) from research centers, including Harvard University, to advance their research. Our undergraduate students make scholarly [presentations](#) and [publish](#) their research findings.

Graduate students in the Seventh-day Adventist Theological Seminary are incentivized through [Outstanding Dissertation Awards](#). Further, those students whose research focuses on archaeological excavations are eligible for [scholarships](#). Graduate students contribute to the scholarship of Andrews University by making scholarly [presentations](#) and [publishing](#) in professional journals.

Scholarly achievements of Andrews' faculty and students are celebrated during the [Celebration of Research and Creative Scholarship](#), an event which showcases the research of faculty and graduate students and features award recipients as plenary speakers. Their research is further disseminated to the University stakeholders and colleagues at other universities through the [Research Brochure](#).

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

1. The Institution has sufficient numbers and continuity of faculty.

The student-faculty ratio of 9:1 is a direct measure of the sufficiency of the number of faculty at Andrews University. On average, Andrews employs about 15 to 20 new faculty per year, which is less than 10% of the full-time faculty members. New faculty have primarily been hired to replace faculty who have retired and to staff expanding needs in the health profession fields. After the first year, the average length of employment of the faculty is 12 years, which indicates the stability of the faculty. The full-time faculty represents over 80% of the teaching faculty with adjunct faculty accounting for less than 20%. Adjunct faculty status is reserved for individuals who are eminently qualified and with whom the University wants to establish a long-term relationship. The University policy and procedures allow for the employment of faculty on the basis of tested experience. Finally, graduate teaching assistantships allow for graduate students to be mentored into the teaching profession by highly effective mentor teachers.

2. Instructors are appropriately qualified. (See also 5.A.1 and 5.A.4)

Andrews University hires faculty on the basis of their academic and professional qualifications. Approximately 80% have terminal degrees in their disciplines. Academic and professional qualifications of all faculty, including those in dual credit, via distance, and at additional locations are governed by working policy. The program faculty review the applications, evaluate the credentials and qualifications, and make academic judgments about the merit of each adjunct faculty who is hired. The credentials of all faculty, whether on-campus, off-campus, extension, affiliate or contractual, are reviewed and evaluated by the appropriate program faculty, who make the final recommendation for appointment.

Faculty Information from Webpages

- Aviation faculty
- College of Arts & Sciences faculty
- School of Architecture & Interior Design faculty
- School of Business Administration faculty
- School of Education faculty
- School of Health Professions faculty
- Seventh-day Adventist Theological Seminary faculty

3. Instructors are evaluated regularly.

Andrews University has a systematic and comprehensive approach to faculty evaluation. The evaluation includes the January Report, which is an annual faculty report wherein the faculty reflect on their teaching and service, document their scholarly activities, address areas for growth and professional development, and discuss plans for the next year. The report is reviewed by the relevant department chair and dean, before it is submitted to the Office of the Provost. All full-time faculty present an Individual Advancement Plan in the annual report to guide their progress towards promotion and/or tenure. Faculty evaluation is also built into the tenure and promotion criteria.

Andrews also has a rigorous system for student evaluations of teaching; every course is evaluated by the students taking the course. This course evaluation includes items on the effectiveness of the faculty, and the results are shared with the faculty, their chair, their dean and the Office of the Provost. These results are a part of the faculty members' annual evaluation. Adjunct and part-time faculty are also evaluated annually, and the results of this evaluation are used as the basis for future employment. Overall results indicate high student satisfaction for courses on the main campus, online, and off-campus.

4. The institution has processes and resources for assuring that instructors are current.

Professionally developing and thriving faculty are essential to the health and vibrancy of the University. Consequently, in 2012, Andrews inaugurated the Faculty Institute, one-and-a-half-days of professional development for all faculty. The Institute is centered on two plenary presentations on effective pedagogy/scholarship and the integration of faith & learning, followed by workshops and breakout sessions on effective pedagogy, assessment, research, spirituality and wholeness, integration of faith and learning, and effective use of technology in the classroom.

Faculty research development is enhanced through the internal Faculty Research Grant, which helps cover expenses associated with the faculty member's scholarly activities.

The University's Effective Teaching and Learning Council conducts an annual Faculty Professional Development Survey to gauge the professional development needs of the faculty. Based on the expressed needs, professional development events are organized for the following year. Also, in fall 2016 the University appointed Anneris Coria-Navia as director of the Center for Teaching & Learning Excellence to provide faculty with the requisite support for their teaching. One of the purposes of the Center is to offer Faculty Development Teaching Grants to support the faculty's scholarship of teaching.

Additionally, every academic school allocates funding for faculty travel to professional conferences. The Seventh-day Adventist Theological Seminary has well-established implementation practices of the sabbatical policy, which allows the faculty to have scheduled time for professional development. The University is finalizing plans to change the faculty appointment from 12-month to 9-month

contracts. This change would allow the faculty to have the summer months for research and professional development.

5. Instructors are accessible for student inquiry.

The University has clearly defined expectations for faculty accessibility to students. Faculty post their availability in the syllabi to ensure that students know when they can receive individual assistance. Course survey data indicate that Andrews' students find their instructors to be accessible. Moreover, as described in 3.B.5, the fact that faculty are accessible to students makes it possible for faculty and students to collaborate on research and thus make joint contributions to scholarship, creative work, and discovery of knowledge.

6. Staff members providing student support services are qualified, trained and supported.

Andrews' staff members providing support services are appropriately qualified and trained. For example, the financial advisors and the assistant director hold national and state credentials, and the senior financial advisor, a member of the board for MSFAA, which is the state association, is actively involved in planning events that support financial aid in the state of Michigan and is a trainer for FA101 seminars. The staff at the Office of Student Financial Services attend state and national conferences each year as part of their ongoing training and professional development, including the FSA conference, which is organized and facilitated by the Department of Education regarding updates on any new federal regulations. Financial aid staff receive daily updates on IFAP and are informed of new regulations and updates in a general staff meeting held every Monday.

The staff of the Student Success Center, which provides disability accommodation, tutoring, and undergraduate success advising, are qualified to provide appropriate service, as evidenced by their credentials outlined in their resumes. As members of NACADA (National Academic Advising Association), some of the staff have presented at annual conferences. The director organizes and provides annual training sessions for faculty advisors. The School of Distance Education & International Partnerships has a director of student services, who has a PhD in Curriculum & Instruction, who works closely with the Student Success Center. She supports online and off-campus undergraduate students. Both online and off-campus graduate students are supported through their program faculty and staff.

The staff of the Division of Campus & Student Life have the qualifications to provide student support services and attend professional development events related to their roles and responsibilities. The Counseling & Testing Center, a department of Student Life, is fully accredited by the International Association of Counseling Services (IACS). Staff are clinically certified, and keep current through professional memberships, scholarly presentations, workshops and conferences.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

1. Student support services suited to the needs of students.

Andrews University provides appropriate services to support learning. The Student Success Center, for instance, provides an array of academic success services including success advising, individual tutoring, and study skills help, which includes developing memory skill, habits of effective students, speed reading, exam preparation, and time management. The disability services offered by the Student Success Center are geared toward students with a physical or mental impairment that substantially limits one or more of the major life activities (walking, standing, learning, seeing, speaking, hearing, breathing, or taking care of oneself). For such students, accommodations or adjustments are made to equalize their access to the activities of the University while maintaining the integrity of the academic program. Examples of accommodations include moving a class to an accessible building, providing extended time for testing, or making textbooks available in an alternate format. However, accommodations shall not fundamentally alter the requirements of any course of study.

Additional student academic services are provided by other support centers. The Mathematics Center provides free drop-in assistance for students enrolled in University mathematics courses. It is equipped with computers that students can use for ALEKS and other Web-based math assignments. The Writing Center helps students develop writing skills through its one-on-one tutoring programs. Tutorials are available in the afternoon and evening hours on most weekdays and on Sunday. The University Center for Reading, Learning & Assessment provides personalized instruction and intervention through a holistic approach, diverse strategies, multi-sensory approach, and various tools to enhance students' reading skills.

The Counseling & Testing Center, staffed by licensed psychologists, counselors, and graduate interns, provides comprehensive short-term counseling services free of charge to undergraduate and graduate students enrolled at the University, as well as to their spouses. In addition, it provides psychological and vocational testing and career development services.

International students, who constitute a high percentage of the student body, are supported through the Office of International Student Services & Programs. The director for International Student Services

serves as the Principal Designated School Official (PDSO) and Alternate Responsible Official (ARO) and works with the associate director, who acts as the Designated School Official (DSO), to orient students on the U.S. laws and regulations that govern their student status, maintain their SEVIS records according to USCIS regulations, and ensure that international students comply with applicable laws and regulations (See 1.C.2 for examples of services provided for international students coordinated through the Office of International Student Services & Programs.).

2. Learning support and preparatory instruction addresses academic needs.

Andrews University has specific guidelines that inform admission decisions for undergraduate and graduate students. These guidelines are in place to ensure that the University provides learning support and preparatory instruction to address the academic needs of students. Entering students are directed to courses and programs for which they are adequately prepared through freshman orientation, Success advising, and Explore advising. For example, students with low scores on the reading section of ACT/SAT are placed in remedial reading classes. Additionally, undergraduate students are given placement exams to ensure they have the requisite math skills to be successful. Also, the faculty are given guidelines for assisting students with disabilities. (See also 4.C.3)

All incoming freshmen have a week of orientation to the University, in which they are engaged in activities such as BioBoost to jumpstart their learning and meet with their general and academic advisors as part of the first-year advising. During this week, freshmen are provided with information about academic support services that can help them to be successful. In addition, the courses in the first-year curriculum create community, provide foundational knowledge and skills, and prepare students for college and their academic degree.

In addition to the academic support services mentioned in 3.D.1—the Student Success Center, the Mathematics Center, the Writing Center, and the University Center for Reading, Learning & Assessment—Andrews provides preparatory instruction and language support to students who have not achieved required English skills for college-level work. The Center for Intensive English Programs (CIEP) offers a wide array of English language courses designed to help English-language students achieve the level of proficiency required for academic course work. Higher-proficiency English-language students placed in the Bridge Program take academic classes in conjunction with language courses. Courses in the Bridge Program are chosen in consultation with the CIEP director and the student's academic advisor. The CIEP director monitors students' progress until matriculation.

3. Academic advising is suited to programs and needs of students.

Every Andrews University student has an academic advisor. After acceptance, new undergraduate students are also assigned a general advisor by the Student Success Center. Undergraduate students are assigned academic advisors when they declare a major. Academic advisors assist in program planning, long-term goals, and course registration. Most advisors are faculty advisors, but there are a few professional advisors. The general advisor has specific responsibilities, which include making contact with prospective students, answering questions they may have, and assisting with registration until the academic advisor is assigned. Those students who do not meet the requirements for regular admission are accepted with Student Success Advising. At the graduate level, academic decisions and advisor assignment are handled by each academic unit. The University offers periodic advisor workshops to ensure that academic advising is comparable and effective.

As of fall 2014, the University also offers a special program of advising and exploration of degree options for undecided students. The director, who previously worked in Undergraduate Enrollment

and is fully aware of the low enrollment yield, retention and on-time completion rates of undecided students, provides strategic advising to ensure that students take specific, broad interest courses that will help expose them to multiple options while, at the same time, also making sure that they are making timely progress towards graduation. (See also 4.C.3)

4. Infrastructure and resources support effective teaching and learning. (See also 5.A.1)

Andrews University has adequate infrastructure and resources necessary to support students and faculty regardless of whether classes are offered on-campus, off-campus, or online. Classrooms on the main campus and at off-campus locations have Internet connection and access to white-boards and projectors. Video-conferencing through Zoom is frequently used for students studying via distance, or at off-campus locations. The University's learning management system, LearningHub, is available to all faculty and admitted students and is used to enhance teaching and learning not only in distance delivery, but also for face-to-face instruction. Additionally, the campus is 100% wireless with secured network access for all faculty, staff, students, and guests. Andrews provides IT-operated, maintained and supported computer lab services in seven different locations across the main campus, including the library, academic buildings, and residence halls. Andrews Information Technology Services (ITS) provides students with assistance for accessing the library, LearningHub, their academic record, financial statements, and online payment system. Support is provided by phone, online chat or email.

The School of Distance Education & International Partnerships has policies and staffing to support effective online teaching. New distance courses are subject to a thorough review, and all courses utilize a 20% survey to check that students are successfully navigating in their online course. The SDEIP offers twice yearly Course Tune-up workshops, which are available to faculty on campus and off (via Zoom), and the annual Faculty Institute includes workshops on teaching with technology.

The dean of Libraries, Lawrence Onsager, oversees the James White Library, which is the University's main library, as well as the Music Library and the Architecture Resource Center. The Architecture Resource Center houses several rare book collections, as well as the one of a kind Environmental Design and Research Association collection. During fiscal year 2014–2015, Andrews spent almost $1.3 million on periodicals, books and e-journal databases. Faculty and students who are on-campus and off-campus are active patrons of the library. Additionally, the library provides an electronic repository, Digital Commons, of faculty and student scholarly works, making them available globally. The library maintains an extensive set of LibGuides to point students to important resources and to guide them in their research. LibGuides include specific sections tailored to students accessing the library resources from off-campus, including help with frequently asked questions.

The Siegfried Horn Archaeological Museum, operated by the Institute of Archaeology, conducts and manages archaeological research and educational programs. The museum contains artifact/archival displays and storage, a research library, archaeological labs, faculty and staff offices, PhD students' offices, a seminar room, and a classroom, among others. Also, the Museum of Natural History, which displays a woolly mammoth skeleton, is used extensively in several small, upper division courses that are specimen-based, such as mammalogy, entomology, and paleo-biology. The University's greenhouse and herbarium are linked to this museum.

For students pursuing degrees in the health professions which require clinical education experiences, the University ensures that such experiences are available to them. For example, the Physical Therapy program, Nursing DNP program, Nursing Undergraduate program, Medical Laboratory Science, and Speech-Language Pathology & Audiology program offer clinical education experiences every academic year. Their directors of clinical experience place students in clinical sites, and provide support for students and their instructors in the clinical setting. Typically, these programs need well

over 200 clinical sites each year.

Programs which utilize laboratories ensure that the facilities are adequate and up-to-date. Major renovations were made to the laboratory spaces for Chemistry and Medical Laboratory Sciences in 2014. Engineering has a variety of equipment to support its program and recently moved to a new space in Harrigan Hall to accommodate its growth. Nursing upgraded their simulation lab in 2011; Biology upgraded the commons area, classrooms, lounge, and labs in 2014; space for the Department of Speech-Language Pathology & Audiology was expanded when the department began its master's program in 2014, and again in the summer of 2016, including more rooms for clinical hearing evaluations. The studios for the Department of Visual Art, Communication & Design were upgraded when they were moved from Bell Hall to Smith Hall in summer 2016, after relocating the Engineering Machine Shop and the Art Gallery to the Agriculture Annex and the 3rd floor of Harrigan Hall, respectively. The newly remodeled space in Smith Hall provides 4,780 sq. feet of new studio space. The Department of Physical Therapy has a cadaver lab, which is also used by the departments of Biology and Speech-Language Pathology & Audiology. The lab allows students to perform a complete dissection of the entire human body, giving them firsthand experience with the anatomy of the human body with emphasis on the skeletal, muscular, nervous, and vascular systems. The lab experience provides a solid morphological basis for a synthesis of anatomy, physiology, and the physical therapy clinical sciences, and brings understanding of the functional significance of these systems.

Music is integral to the mission of Andrews University. The music performance spaces on campus include the Howard Performing Arts Center, which seats 840, Hamel Hall, which houses the Department of Music, Newbold Auditorium, which seats approximately 200, and Pioneer Memorial Church, which seats about 1,000.

5. Institution provides guidance in effective use of research and information resources. (See also 2.E)

The library staff collaborate with faculty to provide guidance in the use of research and information resources. Additionally, they provide an array of services including library instruction, course reserves, and information services as evidenced by the Library Instruction Statistics. Services are provided to help on-campus and off-campus students with locating and accessing electronic databases.

The James White Library is committed to serving the information needs of off-campus and distance education students. Services include an email-based Ask-A-Librarian service, one-on-one consultations by telephone, and library instruction sessions using live interactive programs over the Internet (e.g., Skype, Go To Meeting, and Zoom) during normal library hours. All students are serviced through the inter-library loan office with journal articles not readily available online. For North American addresses, the inter-library loan office also ships books.

Online library resources are outlined in online research guides. These include major disciplinary journal databases, some publisher collections, and e-book collections, which can be accessed 24/7 with an Internet connection by all registered Andrews University students. The Center for Adventist Research and the Institute of Archaeology, located on the Andrews University campus, each has substantial resources for online use. In addition, the library recently created a video to train faculty in the use of resources, posted on the Off-campus Programs website. Off-campus students are eligible to request the appropriate privileges from participating libraries in their local communities.

The Institutional Review Board guides students in proper procedures for research involving human

subjects through their [webpage](), [handbook](), [videos](), and [training]().

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1. Co-curricular programs are suited to mission and contribute to educational experience of students.

Andrews' students engage in faith and learning outside the classroom through co-curricular programs and clubs and organizations, which help fulfill the University's mission in three different ways:

Spirituality is at the heart of the Andrews education. The Office of Campus Ministries plays a pivotal role in enriching the spiritual life of the campus. Every week, students gather together to Affirm their Faith, through chapel, University Vespers, and other vespers services sponsored by student clubs or academic departments. Grow Groups further allow students to connect with other students and church members around a common interest or Bible study topic. These groups meet for ten weeks each semester and include time for fellowship, outreach, and spiritual growth.

"Choices," small personalized programs that include academic assemblies, Short Courses, educational/spiritual programs planned by student organizations, and AUSA Forums, among others, allow students to enrich their educational experience as they Seek Knowledge on a broad range of academic topics. Short Courses not only fulfill students' intellectual curiosity, but also provide them with opportunities to enhance their personal, academic, professional and leadership development; twice per semester, students are able to choose from several four-week Short Courses, for which students receive one co-curricular credit for each weekly session attended.

"Changes," as its name suggests, offers students opportunities to reflect on their involvement in leadership, ministry, community service or professional and workplace opportunities as they prepare to become educated global citizens equipped to Change the World. Co-curricular credit is given to students who reflect on their involvement in a student organization, volunteer agency, campus ministry, workplace, or local church. One credit is given for each hour of involvement, for a maximum of 7–10 hours per semester.

2. Institution demonstrates claims about contributions to students' educational experience.

Seeking Knowledge and Learning Deeply

One of the primary aspects of Andrews' mission is to equip students with disciplinary knowledge and train students to become lifelong learners who continue to Seek Knowledge and Learn Deeply. As mentioned in 3.B.5, Andrews offers support for undergraduate research. Andrews' undergraduate

students have been the recipients of a number of awards and have been granted internships and research opportunities around the world. Students present their research at conferences such as the Michigan Academy of Science, Arts & Letters and the Midwestern Psychological Association.

J. N. Andrews Honors Program provides students with a variety of academically stimulating activities. Honors students and Undergraduate Research Scholars showcase their research in the Annual Poster Symposium. Graduates benefit by finding ready placement in graduate school and job opportunities. Graduate students also showcase their research at professional conferences, including the annual Teaching and Learning Conference and the Celebration of Research and Creative Scholarship event (See also 3.B).

Affirming Faith

An important aspect of Andrews' mission is to help students develop a stronger, more meaningful, personal relationship with Jesus Christ. Three main campus churches—Pioneer Memorial Church, One Place, and New Life Fellowship—provide unique styles of worship services to help students from different cultures and faith perspectives deepen their faith commitment and practice. Weekly chapel allows the student community to interact with a wide range of inspiring pastors, community leaders, authors, students, and alumni. Also, vesper services bring the campus together every Friday evening at 7:30 p.m. A review of the Faith Development Survey indicates that among other things, students engage in practices that build up their relationship with God, such as prayer and Bible study. Seniors report that their experience at Andrews University has prepared them to deepen their faith commitment and practice, and report a strong commitment to know God and submit to His will for their life.

The Office of Campus Ministries provides students with opportunities to learn about life from a broad perspective and affirm their faith through the experience of being a student missionary. Each year, Andrews students fill calls for mission service in the United States and across the globe, through the organizations, Adventist Frontier Missions and He Said Go.

Engaging Globally and Changing the World

1) Cultural Competency
In addition to Study Abroad and Study Tours mentioned in 3.B.4, Andrews provides an enriched environment for students to gain cultural competency so they can thrive in diverse environments. Students are exposed to diverse perspectives in and out of the classroom and are provided with educational opportunities to work with and serve diverse populations. In the 2015–2016 Senior Survey, 73% of seniors reported that their experience at Andrews had prepared them to "apply understanding of cultural differences in diverse environments" much or very much. Each year, the Honors Program presents "Honors Church," which focuses on culturally relevant themes from a spiritual perspective. For instance, a recent program was a commemoration on the 150th anniversary of the emancipation of slavery. To further enhance cultural understanding, the Diversity Council embarked on cultural competency training for all students and employees through a series of workshops. Starting last school year, these workshops were geared toward new graduate students and new faculty during their orientation. In March 2016, the School of Education's annual Teaching and Learning Conference, which involves a number of graduate students, specifically focused on Engaging in Global Thinking and Learning. Cultural competency was also a core component during the 2016 Faculty Institute to better prepare faculty to lead their students towards cultural competency. In 2012, a student-led steering committee inaugurated the Summit on Social Consciousness. The summits have discussed topics such as Lessons from Rwanda, Sex Trafficking, Poverty, and Race. As a result of these events, students have become more involved in social causes.

2) Leadership

Among undergraduates, 69% of sepiors reported having taken leadership roles while attending Andrews University, primarily through holding an office on campus or by leading out in other campus activities. The Undergraduate Leadership Program partners with students on their leadership journey to maximize their leadership potential. Students who complete LEAD 101 are eligible to enroll in the Leadership Certificate Program.

3) Community Engagement and Service Learning

Service to humanity is a social responsibility and is a key learning outcome at Andrews University. Andrews provides students with opportunities for community engagement and service learning. On the 2015–2016 Senior Survey, 88% of seniors reported having been involved in service while attending Andrews. Students engage in volunteer work, coordinated by the University's Office of Campus Ministries; the 2015 National Survey of Student Engagement (NSSE) administered to seniors indicated that 62% of them spent one or more hours a week doing "community or volunteer service work." Students can broaden their educational experience through service learning at the Math & Science Center operated in connection with Berrien County RESA. Students from the Department of Speech-Language Pathology & Audiology help area elementary school children at the "summer communication camp." Students and faculty from the School of Health Professions provide free healthcare and health consultations to uninsured residents. See 1.D.3 for more on students' community engagement and service learning.

Living Wholly

An Andrews' education is a whole person education. It develops the physical, mental and spiritual abilities and unites them for higher purposes. University Health & Wellness has recently launched a new initiative, "Fully Alive," built on the principle and Andrews' core strength of Live Wholly. This new initiative is ongoing and includes the development and construction of a Health & Wellness Center. Dominique Wakefield, director of University Health & Wellness, spearheads the wellness movement through various initiatives including Plank Challenge, Wednesday 5K Walk, and Wellness Lounge.

The Counseling & Testing Center, staffed by licensed psychologists, counselors and graduate interns, provides comprehensive short-term counseling services free of charge to undergraduate and graduate students enrolled at the University as well as to their spouses. The Office of Student Activities & Involvement plans a number of activities for students, ranging from drive-in movies to annual events such as Almost Anything Goes. Students have opportunities to further develop physical strength through Gymnics, intramural, and intercollegiate sports.

A rich array of cultural events are held at the Howard Performing Arts Center, allowing students to appreciate the beauty and variety of the Andrews family through music, including student and faculty recitals, ensemble concerts, guest classical and contemporary artists, and more. Students and faculty display art in many forms at gallery openings and through storytelling venues such as The Nest. Additionally, the University community celebrates the many worlds that make up one of the most diverse campuses in the nation.

In the 2015–2016 Senior Survey, 80% of seniors reported that Andrews had prepared them at least moderately to "embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development." Furthermore, fully 85% were committed to living a "lifestyle that promotes physical health."

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Strengths:

- High Impact Practices: Undergraduate Research, Study Tours
- Introduction of the M.I.R.R.O.R program to deepen engagement with diversity
- Depth and stability of faculty
- Increase of focused faculty development through the Faculty Institute; and the Effective Teaching and Learning Council
- Increased infrastructure to support online and off-campus learning, including Digital Commons and the establishment of the School of Distance Education & International Partnerships
- Strong connection between student engagement with campus mission and priorities, through academic and co-curricular programming
- Health & Wellness initiative
- A strong process for providing support to struggling students.

Future Considerations:

- Capitalize on Andrews' diversity in students' learning experience.
- Continue to develop a strong first-year experience that integrates the curriculum and the co-curriculum.
- Continue to develop and integrate the Andrews University Unified Framework of Outcomes in ACE and across all levels of Andrews' programs.
- Develop a system of faculty peer review.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. Program review.

During the 2009 comprehensive visit, the team observed that "Andrews University [had] conducted program reviews at different times in its history, but the efforts were not consistent or continuous." Through the oversight of the Program Development & Review Committee (PDRC), a subcommittee of the Graduate and Undergraduate Councils, "program review has become an established practice at Andrews University," as noted by the March 2013 Focused Visit team.

The PDRC continues to review and refine the program review process as needed. A major improvement has been to streamline the instruction document and make the self-study questions more succinct. In response to requests by both program faculty and reviewers, the PDRC, with help from the Office of Institutional Effectiveness, expanded the descriptors for each of the four criteria, and related them to accreditation criteria of the Higher Learning Commission. In early 2015, in order to address recurring delays by departments, the PDRC reworked the review process timeline, providing set deadlines rather than just start times. As a result, several departments finished their self-studies in

fall 2016, and several more are in the final stages.

- CHEM Program Review 8-15-16 Final
- Math Program Review 9 August 2016
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The Office of Institutional Effectiveness helps the PDRC to support and monitor the self-study process. It maintains the program review schedule and instructions on its website, as well as samples of completed self-studies. The graduate chair of the PDRC and the assistant provost for Institutional Effectiveness hold orientation/training meetings for department chairs and program directors embarking on the self-study process, and for the panel of faculty reviewers.

As part of protocol, each completed self-study is reviewed by an internal cross-disciplinary faculty panel and one external reviewer from within the discipline, typically a faculty from a benchmark or peer program. The self-study, panel's report, and program response are reviewed by the PDRC, with any recommendations sent to the Graduate or Undergraduate Council. Finally, the provost, in consultation with the school dean, reviews and approves any necessary changes that may impact the strategic plan and/or budget, in addition to any changes that program faculty make.

The program review process has led to a number of improvements. Communication faculty, for example, determined early on that they needed to reorganize their curriculum and course sequencing to better meet their student learning outcomes. Though this delayed their self-study, the faculty felt the changes needed to be made first. Their self-study is expected to be completed in the 2016–2017 school year. The panel conducting the Biology review recommended upgrading the teaching labs, common areas, and faculty offices. This work was done shortly thereafter. The panel report for the MA Religion, which is offered on campus and internationally, noted a lack of specificity as to how the curriculum developed student skills, including that of research, and that the "curriculum at off-campus sites is not being tailored to specific student needs." The Seminary responded by clarifying the curriculum and including the MA Religion in their strategic planning. As a result, the program now has an increased number of required core courses, including a research methods course early in the curriculum. In addition, the panel had recommendations regarding the oversight of the off-campus delivery of the MA Religion, which has since been addressed by hiring a full-time administrative assistant.

2. Evaluation of Andrews credit.

By policy, faculty initiate any new courses or changes to courses. Recommendations are then evaluated by the school committee on courses and curricula, before they are voted by the school faculty. This ensures that courses are appropriate to the level at which they are taught, and that they meet the credit hour requirements. The time and work required in courses is governed by Andrews' credit hour policy and guided by more specific Schedule Type Definitions.

Andrews has additional policies regarding courses offered via distance or away from the main campus. Online courses are approved by the Distance Learning and Technology Committee (DLiT) and must meet the standards described in the DLiT Guidelines for online courses. Course assignments and anticipated student preparation time for off-campus courses must be at least equivalent to on-campus courses. The Office of Academic Records pays particular attention to courses that are delivered in blended formats, such as tours and field trips, to ensure that they meet the credit hour requirements.

As of fall 2016, Andrews uses an online template for new course approvals and course changes, which requires that faculty provide information on course delivery and instructional time. This is an added method of ensuring that courses meet federal guidelines regarding the credit hour.

The University has policies that govern the granting of credit for prior learning and credit for off-campus study or other college-level learning experiences. Andrews is an active member of the American Council on Education and the Council on Adult and Experiential Learning, and has adopted guiding principles for credit evaluations from continuing education events hosted by these and other program specific agencies. The School of Distance Education & International Partnerships assists faculty evaluators and advisors, and provides information and support to students requesting evaluation of prior college-level learning through their website.

3. Policies regarding transfer credit.

Andrews University publishes its transfer policy in the bulletin under both the Undergraduate Academic Policies and among the academic policies of the School of Graduate Studies. Prior learning through advanced placement exams is accepted as transfer credit given certain minimum scores. Requests for transfer of credits must be made at the time of admission, and official transcripts must come directly from each institution where the credits were granted. In addition, transfer credits must meet the following conditions:

- Students have earned a grade of C- or higher for any undergraduate courses and B or higher for graduate courses
- Credits come from an accredited institution

As of August 2016, transfer credits from schools outside of the United States are evaluated according to Educational Credential Evaluators (ECE) and World Education Services (WES) standards. Some students may be awarded advanced credit based on their course work and level of achievement.

Students who have attended an unaccredited post-secondary institution are admitted based on regular admission criteria for FTIAC students (first-time in any college). Transfer credits may be accepted as elective credits based on an evaluation of the institution issuing the credits. The credits may then be applied to a program of study when approved by the program director and/or Andrews Core Experience (ACE) program director as appropriate.

On occasion, the University may create an articulation agreement with an unaccredited institution based on prior history with the success of students from the institution. In these cases, general education courses and faculty credentials are reviewed by the general education program and faculty in the appropriate academic departments. In 2015, the Undergraduate Council approved an updated policy for admitting transfer of credits from unaccredited post-secondary schools, and process for articulation agreements. Internationally, Andrews has a general articulation agreement for undergraduate transfers from Manipal Institute of Technology in India into Andrews' BSE Engineering program (See also 1.C.2). In addition, there is an articulation agreement with Ouachita Hills College, an unaccredited Adventist school in Arkansas dedicated to providing practical training for literature evangelists, to allow transfer of specific courses.

4. Authority over course prerequisites, rigor, expectations for student learning, access to learning resources, and faculty qualifications.

Andrews' faculty are a major factor in ensuring the quality of education offered at the University. University policy describes the recruitment and selection process, appropriate faculty qualifications

and expectations for employment. Occasionally, prospective faculty may lack an advanced degree in their field, but may be considered qualified by their experience, according to University policy. Adjunct faculty must also be "eminently qualified" for teaching, research or clinical assistance as assigned. Each year, faculty must update their curriculum vitae, and their performance is reviewed by their department chair. Furthermore, there are defined quality guidelines for advancement of academic rank and tenure, which are used by the Promotion & Tenure Committee. For more on faculty qualifications, see arguments for Core Component 3.C.

As described in 4.A.2 above, faculty have responsibility for development of new courses, and for revision and updating of courses, in accordance with the department or program mission and goals. Faculty are expected to keep current in their discipline, and to modify or develop new courses that "respond to the newest contributions to their field and to relevant interdisciplinary connections." Determination or modification of course offerings, prerequisites, course requirements, student learning outcomes, assessment, and needed resources are part of the work of faculty in departmental meetings. Changes voted by department faculty are reviewed by each school's committee on courses and curricula. The Andrews Core Experience Committee is responsible for determining the course offerings of the general education curriculum. Andrews' student information system acts as a gatekeeper for courses that require prerequisites, as it will not allow enrollment in advanced courses unless the requirement has been fulfilled.

Recommendations for new curricula or changes to existing curricula are governed by the Graduate and Undergraduate Councils, as described in Working Policy. After initial discussions in the academic department and approval by the school curriculum committee, recommendations for new programs or substantive changes are evaluated by the Program Development & Review Committee, a subcommittee of the Graduate and Undergraduate Councils, and finally by the appropriate Council. Instructions for developing new academic programs or making substantive changes are available on the New Programs webpage of the Office of Institutional Effectiveness, along with a flowchart that guides faculty through the academic decision-making process. As of fall 2016, these application processes have been automated through use of Curriculog, which links directly with Acalog, Andrews' online bulletin.

Dual credit courses are the same college courses that have been developed by faculty as described in the previous paragraph. Dual credit courses may be of three types: college courses taught by regular or adjunct faculty at Andrews University; college courses taught by regular or adjunct faculty online; or college courses taught by teachers approved to serve as Andrews University adjunct faculty at an approved high school or academy. Each year, syllabi and instructor information from dual credit courses are submitted to the School of Distance Education & International Partnerships (SDEIP) and academic department, either for initial approval or review, to ensure that no substantive changes have occurred since the original approval. The University's dual credit policies are described in the bulletin.

The University provides a number of learning resources for its students. All enrolled students have access to the online course scheduler, syllabi, and the James White Library. The Library maintains a large collection of electronic materials and resources, especially useful for students who are not at the main campus. These include databases, e-books, digital manuscripts, online library tutorials, demonstrations and help via Skype, interlibrary loans, reference services, and Ask a Librarian, among others. The Library will also mail requested print copies to anywhere within the United States. The University maintains a physical and online bookstore, operated by Barnes and Noble, as well as Information Technology Services with a physical and virtual student help desk. Andrews University's Institutional Review Board provides trainings and other services for student and faculty research. The University provides orientations to new freshmen, international students, and graduate students; and

orientation tutorials and FAQs are available to help ensure students' success in the online environment. Individualized help is also available to distance students as needed through the SDEIP. In addition, there are a variety of developmental and remedial offerings to support student learning, such as the Center for Intensive English Programs, preparatory math and reading strategies courses, a Mathematics Tutoring Center, a Writing Center, a Center for Reading, Learning & Assessment, and the Counseling & Testing Center. The Student Success Center provides success advising, individual tutoring, instruction in time management, and services to students with disabilities. For more on student support, see 3.D.

Lastly, the University monitors the rigor of courses, expectations for student learning, and access to learning resources through both assessment of student learning and student feedback. Student learning in University programs is evaluated annually in program, department, or school assessment meetings, and in the University Assessment Committee (see also 4.B). Students have the opportunity to provide feedback on the quality of courses and teaching effectiveness through course surveys. Aggregated results are reviewed by faculty teaching the courses, department chairs, and deans, and a summary of survey results is considered in the annual faculty review to help determine faculty teaching goals for the following year. Furthermore, courses with low success rates are reviewed by the provost and findings are shared with the appropriate deans at the end of each semester to help the faculty improve their performance. Students can also give feedback on their academic programs through exit surveys, such as the Senior Survey.

5. Specialized accreditation.

Andrews University maintains specialized accreditation or approval for its programs as appropriate to its educational purpose of educating students to "seek knowledge and affirm faith in order to change the world."

Accredited Programs

- Chemistry
- Computing
- Engineering
- Music
- Social Work
- School of Business Administration
- Educational Leadership (K–12), state approval
- Educational Leadership (K–12), ELCC
- Clinical Mental Health Counseling
- School of Education, NCATE accreditation
- School Psychology
- School Counseling, state approval
- Counseling Psychology, authorization for site visit
- Seventh-day Adventist Theological Seminary
- Dietetics
- Dietetics internship
- Medical Laboratory Science
- Nursing, bachelor's
- Doctor of Nursing Practice, candidacy
- Speech-Language Pathology, candidacy
- Physical Therapy (awaiting letter from visit in November 2016)
- Public Health, applicant (latest site visit was January 2017)

- Architecture; and review of focused evaluation

Programs seeking initial accreditation are Counseling Psychology, Master of Public Health, Doctor of Nursing Practice, and Special Education.

Andrews University is also accredited by the Adventist Accrediting Association, the accrediting authority for all tertiary and graduate educational programs and institutions owned by the Seventh-day Adventist Church. The University maintains a complete listing of accreditations in its bulletin.

6. Evaluation of success of graduates.

Andrews University evaluates the success of its graduates in several ways. A number of Andrews University programs have licensure exams, which are indicators of success for those programs. This information is shared with the Board each fall as key performance indicators of the University's strategic plan. Andrews monitors job placement and continued education through two survey instruments. The First Destination survey collects data at the time of graduation, and an alumni survey is administered every other year to those who have graduated from the University five and six years previously. Data from both surveys is available on the Office of Institutional Effectiveness website. In addition, data from the 2015 First Destination Survey shows that Andrews is the school of choice for graduate studies at the time of graduation. The annual senior survey and the alumni survey provide other indicators of the success of graduates related to Andrews' mission, such as faith commitment, living a balanced lifestyle, involvement in service, and roles in leadership. In addition, departments or schools may post information about the success of their graduates.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

In 2009, the review team noted that the culture of assessment of student learning was weak. A focused visit was set for 2012–13, in part for Andrews to demonstrate strengthened assessment strategies, a broadened culture of assessment, assessment tied to institutional planning, and adequate staffing to support assessment.

In 2010, Andrews purchased WEAVE, an assessment management system, to provide a central place for the recording and tracking of assessment results, and to allow the University to track departments' progress with the assessment process. Some faculty found the system easy to use, while others did not find it user-friendly. Furthermore, there was still a lot of resistance to the added "work" of assessment.

In 2011, Andrews developed policies to promote assessment across the University. Andrews' philosophy of assessment provides the foundation for assessment policies and practices. The Office of Institutional Effectiveness (OIE) makes these policies and other resources available on its website.

By 2012, staffing for assessment had increased from the two-member Office of Institutional Effectiveness, to include an assessment and accreditation coordinator in the School of Education, an assessment coordinator in the Seventh-day Adventist Theological Seminary, a faculty overseeing assessment in the School of Architecture & Interior Design, and a person assisting with assessment in the School of Distance Education & International Partnerships. In 2015, a half-time associate dean was appointed to the School of Education for overseeing accreditation and assessment. In 2016, a half-time assistant dean for curriculum and assessment was appointed in the College of Arts & Sciences.

In addition, assessment is an important component of the 2012–2017 Strategic Plan, as part of the Strategic Pillar of Quality, Strategic Initiative #1.a.ii., Strategic Initiative #2, specifically throughout 2.g., and in Strategic Initiative #3.c.iii.. Progress on meeting these goals has been recorded each year by the provost, now president. Furthermore, the assessment of key performance indicators is built into its structure, and these results are shared each year with the Board.

By 2013, with the push by administration and the ongoing help of the OIE and administrative assistants, most schools and department chairs were using WEAVE to record their program assessment results. The Focused Visit team observed that structures were in place to "promote and

support the assessment of student learning," and that "staffing to support assessment had increased substantially." The team found that the Assessment Committee was "a moving force on campus" and channeled assessment data to appropriate entities on campus. Furthermore, the Team noted that the University not only had an "established practice" of program review, but also provided evidence that assessment results were being "used for program improvement."

Since these visits, Andrews has continued to deepen the culture of assessment and make improvements in assessment of student learning. Further evidence of this progress will be provided in the ensuing arguments.

1. Goals and processes for assessment of student learning.

Andrews University has clearly stated institutional goals as well as learning outcomes for each program of study. Relationships between program outcomes and institutional goals are also identified in the WEAVE system, allowing the University to monitor assessment of institutional goals in the majors. Institutional goals and program outcomes are assessed in a number of ways, as illustrated in the Assessment System Overview. Faculty use a wide variety of direct and indirect measures in their program assessment.

Since 2009, the General Education Committee, now known as the Andrews Core Experience (ACE) Committee, has continued to discuss the curriculum and learning outcomes of the general education program, in light of the Andrews University mission. In 2013, the committee articulated an updated philosophy of general education and developed a new set of learning outcomes. Recognizing that learning also occurs through the co-curriculum, in 2015 the ACE Committee was expanded to include the assistant vice president of Campus & Student Life. After attending the Association of American Colleges & Universities (AAC&U) conference on general education and assessment in 2015 and 2016, the ACE director realized that the national narrative of general education revolves around learning outcomes rather than a set of courses. Therefore, in spring 2016, he began taking steps to align the ACE outcomes with the AAC&U Essential Learning Outcomes and began using their VALUE rubrics in popular general education courses. He plans to take a team of faculty to the AAC&U conference in spring 2017. The University is also moving forward with a plan to adopt a Unified Framework of Outcomes (UFO) based on Lumina Foundation's Degree Qualifications Profile. Many of the outcomes in the UFO will be assessed with the VALUE rubrics. The UFO is discussed further in Criterion 3, as well as in 4.B.4.

Course objectives and applicable program learning outcomes are a required part of syllabi. This requirement has been communicated to the faculty by the provost's office and by a distribution of a document on required syllabus components. Program outcomes are prompted in syllabus templates. In fall 2015, the ACE director announced that ACE outcomes must also be included in ACE course syllabi. To help close gaps in practice, the provost and Deans' Council finalized a Department Checklist that puts the responsibility on departments to ensure that syllabi have all of the required components. Examples of course syllabi are included from general education courses and courses from the majors.

Following professional development sessions on curriculum mapping in 2012 and 2013 by Susan Hatfield, departments have been developing curriculum maps for their programs, showing how learning outcomes are addressed throughout the curriculum, and where they are assessed. This process has led to a number of curriculum improvements and changes in course sequencing or numbering, which are evident when comparing different bulletin years. Curriculum maps are required in applications for new programs and are listed in the Department Checklist.

2. Andrews assesses achievement of the learning outcomes.

Andrews assesses achievement of learning goals at the undergraduate level with the ETS Proficiency Profile in the senior year and an in-house senior survey. Data from these assessments are also disaggregated and shared with departments whenever there are four or more respondents from a program or department. Key University goals are also assessed by an alumni survey, which is sent to all graduates five years after graduation. In addition, Andrews has utilized the National Survey of Student Engagement (NSSE) and accompanying topic modules since 2009, in order to better understand institutional support for and student engagement in learning. The Institutional Assessment Committee reviews reports from these assessments and makes recommendations to the Academic Operations Council or other departments for follow-up on specific results.

Assessing and reporting on student learning has long been integral to programs with specialized accreditation. The School of Business Administration and the School of Education each prepare an annual assessment report and discuss the findings in their faculty meeting. Programs in the School of Health Professions use WEAVE to record their assessment results, primarily focusing on a few essential learning outcomes selected each year to keep the reporting task manageable. Speech-Language Pathology & Audiology uses Calipso, an online mapping and tracking system for certification standards, to ensure that students achieve the necessary skills and competencies by graduation. The Physical Therapy program holds a curriculum- review-and-assessment day each fall and produces a detailed (confidential) assessment report. The results of licensure exams are also provided to the Andrews Board each fall as part of the key performance indicators. The School of Architecture & Interior Design has an extensive curriculum map of their accreditation criteria which guides their assessment process, and assessment is a regular topic of faculty meetings. Samples of high and low pass student work are maintained in faculty course binders and accreditation archives. The Aviation program uses the required assessments of the Federal Aviation Association. Social Work maintains a table of student achievement of required practice behaviors.

In 2009, the Seventh-day Adventist Theological Seminary relied heavily on indirect measures of learning (i.e., student satisfaction). Since then, it has made steady progress on collecting direct assessment data and including these data in the analyses. Seminary program assessments are recorded in WEAVE, with the help of the Seminary Assessment Coordinator, and results are supplied to program directors each summer. Since 2011, program directors have presented their assessment findings and identified areas for focus for the coming year at an annual assessment retreat. Currently, the MA Religion and Doctor of Ministry are delivered both at the main campus and at additional locations, whereas the MA in Pastoral Ministry is delivered primarily at additional locations with only some coursework on campus. The assessment data include analyses and reports for all three programs and are disaggregated by delivery method and/or specific location when sufficient data is available.

In 2009, unaccredited programs, primarily in the College of Arts & Sciences (CAS), mostly relied on informal assessment; faculty assessed students' learning through a variety of assignments, and departments used their own established methods for assessing learning of their program majors, including major field tests, capstone assignments, research projects, presentations, music performances, and art exhibitions. In addition, department chairs reviewed the disaggregated data from the Senior Survey and ETS Proficiency Profile for their programs, supplied by the Office of Institutional Assessment (now the OIE). However, results were not aggregated across a course or cohort of students, no in-depth analysis of data was conducted for department/program faculty, and assessment results were not tracked from year to year. Since then, faculty have become much more comfortable with the assessment process, and currently, all CAS programs have their assessment plans entered into WEAVE, although not all are consistently entering results. In addition, with recent drops in enrollment, there have not always been sufficient numbers of students in a program to

generate useful data. Nevertheless, through the curriculum mapping and assessment processes, some departments have come to realize the need to develop or revise their assessment methods and assessment instruments. Some programs have even revised their program outcomes to be able to obtain the data they care about and to better measure student learning. Biology and English are two such examples. To further encourage faculty engagement with assessment, the CAS held its first annual assessment retreat in August 2015, in which each department presented its program outcomes, major assessments, assessment results, and areas for improvement. Reports varied in quality, as was expected for the first time. At the second assessment retreat in August 2016, however, the assistant provost and two other observers experienced in assessment noted significant improvement in faculty engagement, understanding, and quality of reports.

The assessment for Andrews' general education (ACE) program is also becoming more robust. A primary measurement tool for general education outcomes of critical thinking, quantitative reasoning, and written communication has been the ETS Proficiency Profile. Through the work of the ACE Committee, some of the departments offering ACE courses developed their own assessment tools for the ACE outcomes covered in their courses. In spring 2016, however, after attending his second AAC&U conference on general education and assessment, the ACE Director provided four ACE instructors with AAC&U VALUE Rubrics, which they used to assess learning in their courses. In fall 2016, the number of ACE instructors using the VALUE Rubrics was increased to 20. The National Survey of Student Engagement is also used to assess the ACE program. Data from first-year students on high-impact practices and on measures related to higher order learning, reflective & integrative learning, learning strategies, and quantitative reasoning can be particularly useful. In 2015, the Assessment Committee referred several items to the ACE committee; however, some committee members expressed concern that the results were not reliable because of the 35% response rate. Plans are being made to involve significantly more faculty the next time the NSSE is conducted in order to improve the student response rate.

The co-curricular program at Andrews is described in the co-curricular organizer as "faith & learning outside the classroom," for the purpose of enhancing "personal and professional development." The learning outcomes of the co-curriculum relate to personal wellbeing, academic skills and career readiness, faith development, cultural competence, service, and leadership. The Division of Campus & Student Life, as part of program assessment, tracks attendance patterns and student choices to determine which programs are attractive to students, and where improvements might be needed. In the CHANGES program, outcomes are assessed through documentation of experiences, and students' self-evaluation of the value of the experiences and their improvement in skills. Student reflections document how involvement in service, ministry and work impacts their personal and professional development. Student Life also administers a survey each semester to collect students' feedback on co-curricular programming and learning gains.

Student Life coordinates other assessments as well, including students' involvement in and satisfaction of various activities and lessons learned, through the Office of Student Activities & Involvement. Items of the assessment include safety procedures, dorm accountability and discipline, spiritual growth, citizenship, engagement with cultural diversity in the residence halls, and the needs and satisfaction of students in University apartments. Campus Ministries assesses students' faith development through a survey tool.

3. Use of information gained from assessment to improve student learning.

With any major organizational change, it takes a period of phase-in, and time for the new processes and ways of thinking to become part of the culture of the institution. As described earlier in this Core Component, thinking about assessment of student learning has led Andrews faculty to rethink their

learning outcomes, their curriculum, and the methods and tools used to assess student learning. These steps have been valuable for building understanding and ownership of assessment, as well as for improving curriculum and program delivery. Faculty are recognizing that the use of rubrics improves student learning and performance, and lessens questions about grades. Additionally, rubric results enable faculty to adjust the curriculum and target remediation. The use of assessment results to improve and support student learning is definitely becoming stronger at Andrews.

Institutional assessment data has been used to understand and improve the student experience and student learning. In 2013, data from the NSSE indicated that students did not feel they received sufficient feedback in their courses. Faculty were surprised by this perception and questioned the credibility of the results. The OIE did a follow-up survey in 2014, in a selection of large classes at all levels, which confirmed the NSSE results, and provided student input on the types of feedback they valued most. The results of the survey were shared in a breakout session during the 2014 Faculty Institute, and deans also promoted good feedback practices during that year. By 2015, student ratings to these questions on the NSSE had improved, thus increasing the score on the Effective Teaching Practices. Each year, the OIE sorts student comments from the Senior Survey into categories and distributes them as applicable to the provost, deans, department chairs, Student Life, Campus Ministries, and other offices. Based on student comments as well as ratings, the dean of the School of Health Professions and the Department of Nursing brought in a consultant in 2015 for assistance with curriculum sequencing.

As the ACE director noted in April 2016, the three aspects of the NSSE data that the Assessment Committee referred to the ACE committee for follow-up were all related to the practical application of learning, which was also the lowest rated of the Senior Survey questions concerning students' academic majors. The director expressed that bringing attention to these parallel findings may be the way to move forward to improve students' learning experience. Also this spring, the president of Faculty Senate discussed the need to increase opportunities for students to apply their learning in workplace settings, and this need was communicated to the Strategic Planning Committee.

Within the schools, there are many more examples of assessment results being used to improve student learning. For instance, faculty in the School of Business Administration noted that while the quality of students' oral presentations had improved after faculty action steps, they needed to address continued low quantitative scores of Management majors on the major field test. They also analyzed score differences between students studying on campus and those studying online, and proposed action steps. In the School of Education, the Graduate Psychology & Counseling faculty made changes to the Counseling Psychology program requirements in 2014 to address students' lack of group therapy skills. In 2015, they made another change to provide students with additional training and professional mentoring in case conceptualization and report writing.

From the 2015 Seminary assessment retreat, the MA Religion program, which is offered both on campus and internationally, proposed action plans that specifically addressed the international delivery. The Hispanic MA Pastoral Ministry program noted recent steps to facilitate collection of direct assessment data. Action plans from these and other Seminary programs were officially recognized and voted by the Seminary Dean's Council. The Department of Church History compared student achievement in two sections of a church history course and discussed options for improving student learning. A personal note from a faculty member revealed how he used information from assessment for course improvements.

Within the School of Health Professions, program assessment reviews have taken place in the departments. The final pages of the Physical Therapy curriculum and assessment report provide recommendations for next steps based on their assessment data. Dietetics faculty, in their table

of learning outcomes, noted that they need to incorporate more written assignments in course work and encourage students to use the writing center to improve the quality of written work. Nursing faculty found weakness in Kaplan scores at the sophomore level and increased collaboration the next semester to try to improve results. Faculty in the Speech-Language Pathology & Audiology program reviewed the ETS Proficiency Profile results and realized that their students were lower than the Andrews average in math, which is an important skill in clinical practice. Therefore, beginning fall 2016, undergraduates are advised to take college algebra in their junior year, as well as the required statistics course.

At the 2015 assessment retreat of the College of Arts & Sciences, department chairs were asked what changes or improvements they were going to make in the coming year to improve student learning, based on their assessment data. Agriculture realized the need to further refine their assessment techniques. History & Political Science determined that their assessments needed to better engage students and showcase learning. Music decided to improve their graduate comprehensive exams by requiring more synthesis. Communication described their ongoing efforts to strengthen their undergraduate and graduate programs. Chemistry also described the results of recent improvement steps. At the 2016 retreat, Physics noted an improvement in writing scores on the ETS Proficiency Profile after a year of additional department focus on writing. The Department of English identified the need to strengthen students' literary knowledge, based on Major Field Test scores, as well as to find a more appropriate assessment for students in the writing concentration. The Department of Religion & Biblical Languages is applying information from student evaluations to revise syllabi and upgrade their curriculum map. Based on information gained through a doctoral student's dissertation, the Master of International Development Administration program noted that two competencies, working with others and resilience, needed attention in the future. After testing a new rubric for BFA reviews and Senior Exhibitions, faculty in the Art & Design programs realized the need to clarify the target level of achievement for the sophomore BFA review.

The School of Distance Education & International Partnerships has also used information from assessment results to improve learning. A survey is given 20% into each online course to obtain students' early feedback on the effectiveness of the instruction and the technology being used. Student feedback on the survey allows the SDEIP and the instructor to intervene quickly, by addressing any issues raised, which may negatively affect students' learning. Andrews' associate dean for online education recently published an article on learner behavior in self-paced distance courses. She discovered that, regardless of student demographics, students who completed coursework out of sequence were more likely to complete the course. Informed by her research findings, Andrews' self-paced courses do not have locks to prevent students from progressing before they have finished a lesson.

Student Life has used the information gained from the assessment to plan improvements in their Tuesday offerings and to increase service opportunities for students. The residence hall staff have identified the need for additional mental health support for staff who deal with student issues. The campus chaplain has also identified action steps based on Campus Ministries data.

(See also 5.C.2)

4. Assessment processes and methodologies reflect good practice.

Andrews has a variety of resources and processes in place to support good assessment practice. The assessment process is illustrated by an assessment process map. The OIE maintains a website with assessment resources and provides a description of the assessment cycle and OIE services in its brochure. Assessment-related workshops are offered in the Faculty Institute, Course Tune-up, and

at other times during the year. The assistant provost conducts a workshop on assessment for new faculty in their first year at Andrews.

The Distance Learning and Technology Committee has developed standards and a handbook for online teaching. Furthermore, an instructional designer and facilitator assist faculty with developing learning outcomes, learning activities, and assessments during course development meetings. New online courses are reviewed by the course author, a peer, and an assigned external reviewer, using the Online Course Review Form by the third week of class.

The assessment of institutional goals is managed by the OIE and results are reviewed by the Committee for Institutional Assessment, which includes assessment directors and faculty representatives from each school. Achievement of key institutional goals and pass rates on licensure exams are included in the key performance indicators report to the Board each October. Program review, which is required every five to seven years, includes outcomes assessment.

In comparison to the lack of faculty engagement in 2009, there is now significant participation by faculty and instructional staff in the assessment process. As previously mentioned, faculty use a variety of direct and indirect measures in their program assessment. Department and faculty responsibilities for assessment are outlined in the department checklist, with timelines in the annual faculty calendar. The OIE monitors assessment activities in the departments and provides periodic status reports to the deans, who are responsible for ensuring that assessment is conducted in their schools. Faculty must report on their individual assessment activities in the annual faculty review. Furthermore, assessment is included in the appraisal of teaching for advancement and is scored with a rubric. Four schools hold annual assessment days/assessment retreats, during which department chairs and program directors must present their assessment reports and action plans.

A recent development illustrates the shift from assessment being pushed by administration to being faculty-driven. In 2015, several faculty in the College of Arts & Sciences (CAS) became interested in the Lumina Foundation's Degree Qualifications Profile (DQP). Their enthusiasm led the dean to hire someone with expertise in curriculum and instruction as a temporary assistant for strategic planning to develop a unified plan for outcomes assessment, based on the DQP and using the AAC&U VALUE Rubrics. Coinciding with this, the ACE director had already started using some of the VALUE Rubrics for general education assessment (See 4.B.1 and 4.B.2). The CAS dean presented the resulting Unified Framework of Outcomes (UFO) in Deans' Council in spring 2016, where it received unanimous support (See also 3.A.1). The UFO was a major topic of the 2016 Assessment Retreat agenda, and two faculty presented the framework as an emerging practice during the August 2016 Faculty Institute. The Faculty Senate considered the UFO at its meeting in September 2016, during which the senate voted to set up an ad hoc steering committee to finalize the document, communicate with faculty, and make policy recommendations. The CAS assistant dean for curriculum and assessment and the assistant to the dean for strategic planning began working with individual departments in fall 2016 to map outcomes from the UFO to courses. The UFO is scheduled to be first implemented officially in fall 2017, with framework outcomes identified in course syllabi and University-wide assessment of two of the outcomes developed.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. Goals for student retention, persistence, and completion.

As a Seventh-day Adventist institution, our defined goals reflect our commitment to serve Seventh-day Adventist young people. Students come from across the United States and from abroad, representing a wide variety of cultures and ethnicities. Entering freshmen may come from Adventist high schools, public schools, or home schools. Andrews also admits a sizable number of transfer students, who constitute about half the number of new FTIACs. As listed in the bulletin, prospective students must have a minimum high school grade point average of 2.5 and ACT/SAT composite scores at or above the 50th percentile. Some freshmen, however, who do not meet these requirements but show the potential for success, may be accepted with special advising and assistance by the Student Success Center, as outlined in the Undergraduate Admissions Committee acceptance guidelines. Typically, average ACT/SAT scores of Andrews' students are well above the 50th percentile.

In 2012, the provost and assistant provost embarked on a process to reevaluate Andrews' peer institutions. With data from the IPEDS Data Center, they chose a tentative list of private, not-for-profit, faith-based universities as peer institutions, based on size, number of undergraduate students, and number of doctoral programs and graduates. This list was reviewed and approved by the academic administration council, and is now used for comparisons in the IPEDS Data Feedback Report, including measures of retention and completion. A second set of peer institutions consists of eight other Seventh-day Adventist colleges and universities.

Andrews' retention rate is generally around 78% or 79%, compared to 78% for our IPEDS peers and 77% for our Adventist peers. The six-year completion rate is typically about 59%, compared to 58% for our IPEDS peers and 43% for our Adventist peers. Based on our diverse student body, our past performance, and the rates of our peer institutions, Andrews' goals for retention, at 80%, and completion, at 60%, are both appropriate and attainable. Our goals are also sufficiently ambitious to maintain our watchfulness, particularly for some student populations.

Andrews does not have a stated goal for fall to spring persistence. However, its budget is built on an expected 3.5% drop, recognizing that about 150 students finish each December.

2. Andrews collects and analyzes information on student retention, persistence, and completion.

Information on student retention, persistence, and completion of programs is analyzed by a number of groups on campus. The Office of Institutional Effectiveness shares IPEDS data on retention and completion, including information by subgroups, with the provost and Deans' Council. Student Life analyzes retention and persistence of students in student housing (about 60%) and annually collects data on reasons students leave Andrews. The Student Transitions Committee, chaired by the registrar and the vice president for Enrollment Management, also analyzes the data in its role "to lead and oversee the creation, implementation and assessment of services intended to facilitate graduate and undergraduate students' successful journey through key transitions in their student experience, with focused attention on entry, registration and persistence through graduation." In addition, the Student Success Center monitors the progress of students who are admitted without meeting the admission requirements.

As of fall 2016, student retention is specifically part of the responsibility of the assistant provost for undergraduate initiatives & Andrews Core Experience. Student retention data is analyzed internally and shared with the Board, as one of the key performance indicators. According to the data collected and analyzed by Student Life, the major reasons that students leave before the semester has finished are personal reasons and illness.

Student persistence from fall to spring is evaluated by the deans as they compare spring student numbers with fall numbers in the registration report. Student persistence from entry to graduation is illustrated in the 2016 IPEDS Outcome Measures report. Eight years after enrollment, 65% of FTIACs and 71% of transfer students have persisted to graduation, while 20% of FTIACs and 13% of transfers enrolled at another institution, leaving about 15% of students who did not continue or complete.

Undergraduate completion rates are calculated annually for IPEDS and are analyzed by the deans and by the Board. The University's six-year graduation rates have averaged about 60% or higher for Caucasians, Blacks, and Asians. The rate for Hispanic students was only around 40% for the 2004 cohort, but has come up to around 80% for the 2008 cohort. In recent years, the University has noticed a drop in graduation rates among international students. Overall, graduation rates are down for the 2009 cohort, which will need to be reevaluated when the 2010 cohort data is available, to determine whether this is an anomaly or a trend.

3. Use of information on student retention, persistence, and completion to make improvements.

A number of examples illustrate how Andrews uses information on student retention, persistence, and completion of programs to make improvements. Enrollment Management has observed that the group of FTIAC applicants with the lowest enrollment yield were those students who had not yet chosen a major. When they have enrolled, these students typically changed majors multiple times and took longer to graduate. In early 2014, the provost initiated conversations on how to better support undeclared students and help them find a career that would fit their interests and natural skills, as well as complete a degree. By summer, a new position was created for a director of personal and career exploration, with three major responsibilities: career development, mentoring and advising, and implementation and management of exploration initiatives. Having worked in undergraduate enrollment six years, the newly appointed director was already quite familiar with the struggles of

undeclared students and was eager to take on the task. By October 2014, he had drafted a six-year strategic plan for an Explore initiative for undeclared students, which specifically focused on increasing yield rates of acceptances, increasing first to second year retention, and ultimately increasing four- and six-year graduation rates. The goals of the Explore Andrews program are to:

- Ensure each student has a clear major choice and career plan early in their college experience
- Improve graduation rates with an increased focus on timely graduation plans for each student
- Implement University offerings that will help ensure that graduates are either employed in their career field (or are involved in pursuits relevant to the goals of their chosen major) or enroll in graduate studies within a reasonable amount of time after graduation

All seven of the undeclared students who received career guidance and mentoring in fall 2014 returned in fall 2015. The yield rate of accepted undeclared FTIAC's rose from 3.8% in fall 2014 to 20.3% in fall 2015. The director then mentored those students through their first year, and a staff member in Student Success mentored several others who joined the program. At the end of August 2016, 39 of the 43 (90.6%) first-year students in the program returned in fall 2016, which is higher than our overall 79% retention rate. In fact, the University's retention rate jumped to 87% overall as of fall 2016. Not seen in the reports are the other undecided freshmen the director assists over the summer who are able to start in a major from their first day.

The Student Success Center advises students who are admitted with ACT/SAT test scores below the 50th percentile, or those with low high school GPAs. Often, these students are first-generation college students and are recipients of need-based aid. The center has been tracking them individually since 2004, and retention rates have ranged from 64% to 79%. The staff noted that it could take several semesters before these students were ready to mainstream to an advisor within their major. To improve retention and chances of success for these students, the Student Success Center changed its protocol for advising in fall 2013, to a more intrusive model. By spring 2015, the director noted that between 75%–85% of Success advisees transferred to an advisor in their major by their third semester. By spring 2016, that had increased to 96%.

Each year, a small number of students are admitted with GPAs or test scores among the lowest of the low, with ACT scores at 16 or below. The Student Success Center has noted that these students, from the 2004 to 2009 cohorts, have had extremely low six-year graduation rates, at around 10%. This data clearly indicates that these students are not able to meet the academic challenges of the University. Therefore, the institution took action to revise the admission guidelines for these students effective fall 2016, raising the ACT minimum to 17 so students are not admitted nor retained under false hopes, as they may do better at a community college.

The provost and deans noticed that six-year graduation rates of international students had declined from around 44% in 2012 to 33% in 2013. With only around 30 international FTIACs in any one year, this could have been an isolated phenomenon. However, with international students making up about 20% of the total student population, the administration decided to take steps to better support them in their educational journey. The Office of International Student Services & Programs was relocated to the administration building in fall 2015, and in the last several years, the office has implemented a number of initiatives to ease the transition to life at Andrews University and provide better social support. Initiatives include a more detailed set of instructions and information prior to arrival, transportation from the airport, hospitality baskets and welcome packets, a special orientation for international students, a homemade Thanksgiving Day meal, and an International Culture Night (See also 1.C.2). Graduation rates by ethnicity and international status continue to be monitored each year.

Related to retention and persistence is student satisfaction. In the past, a common complaint of seniors

on the senior exit survey was that the registration process was challenging, and that better communication was needed. One student noted that it did not make a good first impression on new students as our registration process required students to financially clear before they could register for classes. The Student Transitions Committee spearheaded a total revamping of the registration process, so that students would choose their courses first, then take care of payment. They also initiated a coordinated pre-registration event to better communicate expectations and support students through the registration process. In the fall 2015 Enrollment survey, a student commented, "being able to register for the first time this semester without having to figure out financial clearance first, was a huge helpful step in the right direction."

In the 2014–2015 school year, the administration noted that several programs, which were in high demand and had sufficient resources to support more students than were enrolled, appeared to be struggling with retention. Considering that low enrollments can negatively affect retention if there are insufficient numbers to create a strong community, the Deans' Council approved an additional scholarship of $2,000 per year for these programs, starting in fall 2015, to attract students and improve retention. As of fall 2016, the number of new students in these programs increased by 20. Unfortunately, the total enrollment gains seen in three of the programs were offset by losses in the other two programs. Enrollment Management is in the process of surveying new students to determine how much the targeted scholarship affected their decision to attend Andrews University.

Graduate programs in business, health professions, architecture, counseling, speech-language pathology, ministry and religion monitor degree completion in accordance with reporting requirements for their specialized accrediting associations. For example, the master of public health faculty are giving increased support with students who are having trouble keeping up with the program.

4. Processes and methodologies for collecting and analyzing information on student retention, persistence, and completion reflect good practice.

Andrews University uses standard practices of calculating retention, persistence, and completion, as defined by IPEDS. The IPEDS definitions are appropriate, since the majority of the undergraduate student population are included in IPEDS reports. The number of FTIACs is about twice that of new transfer students. The IPEDS Outcomes Measures report shows that six-year completion rates are strong for both groups.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Strengths

- A well developed process for program review.
- A strong process for approval of new courses and programs.
- Many programs with specialized accreditation.
- Annual assessment retreats have been a successful means of engaging faculty in routine program assessment.
- Emerging models of good practice in connecting assessment to academic decision-making
- Andrews' Explore program appears to be a successful initiative for attracting and retaining undecided students.

Future Considerations

- Ensure that all programs complete a periodic program review.
- Continue to provide training sessions to strengthen faculty participation in assessment.
- Develop a reporting tool in Learning Hub for aggregation of rubric scores.
- Consider how to better engage faculty in using results from the National Survey of Student Engagement.
- Develop more efficient process for obtaining completion rates of graduate students

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

1. Resources and infrastructure to support operations.

In its 2009 Comprehensive Report, the visiting team raised questions regarding the reality of the University Legacy of Leadership campaign as it might impact University goals for future operations. They also identified the need for succession planning at all levels of the University to ensure appropriate human resources for the future and questioned the decision-making that brings vital connections between decisions and strategy. Further questions were raised regarding the human resourcing of off-campus programs. All of these issues will be addressed in this section of the report.

Andrews University offers a broad range of degrees at undergraduate and graduate/doctoral levels to approximately around 3,000 students on its main campus and an additional 2,000 students at various sites both nationally and internationally, as well as to students studying through online modalities. In its support of operations and as a result, its students, the University operates an annual budget of $90 million and spends $2–$3 million annually on capital.

The audited statements of the University recognize the funds available for the fiscal support of the University. These statements and charts further identify income sources and expenditure categories. This information indicates that income from supporting church organizations remains stable and represents approximately 13% of the operational budget. It should be noted that the end-of-year figures for the last three years indicate shortfalls in the operating budgets that reflect changing student numbers and demographics on one hand, and unexpected benefit costs on the other. The three-year plan approved by the Board of Trustees in March 2016 indicates adjustments to revenue and expenditure to right-size the institution to the current mix of students and adjustments of benefit

contributions to meet recent realities. This is supported by a new initiatives document that outlines income from potential new initiatives over that same period. With the financial downturn, capital budgets have additionally decreased in 2014–15 and 2015–16 to respond to cash-flow challenges ($2.25 million and $2 million respectively).

2013 Financial Statements
2014 Financial Statements
2015 Financial Statements

Despite these adjustments to available capital, the University capital budget continues to be effectively managed by the capital expenditures committee, which prioritizes academic and non-academic capital needs in the context of University strategy. The result is an annual and five-year plan for capital expenditures. Decisions on the big picture look at campus needs are more specifically guided by the University campus master plan, approved as a guideline for making campus decisions in 2013. This plan, also referenced positively in the HLC focused visit report of March 2013, seeks to ensure intentional and thoughtful planning by the University to maintain mission focus while providing quality physical infrastructure to the campus. With the support of the President's Council, a sub-committee of the Board of Trustees, and the internal Facilities Master-Planning Committee, the University also chooses what new major structures to prioritize in support of the University program. Major building projects are funded externally; renovations may be funded externally or internally. Since the last HLC visit, external funding has resulted in the building of Buller Hall, a central undergraduate building, the renovation of its partner building, Nethery Hall, the building of Damazo Hall, a residence hall for senior female students, and the acquisition of Griggs Hall from the Seventh-day Adventist church Lake Union, for Griggs University (gifted to Andrews University in 2010). In addition, major renovations from internal capital have supported areas of campus growth in the health professions (Medical Laboratory Science, Speech-Language Pathology & Audiology, and Physical Therapy) and more recently in Engineering and Communication. The current major project for the campus is for the construction of a Health & Wellness Center, and to date, $15 million of the projected cost of $17.5 million has been raised externally. For those external funds, the University relies on its Division of University Advancement to lead the fund-raising initiatives of the University. It has raised more than $26.7 million for the University over the last seven years. During this seven-year period and after completion of approximately 50% of the Legacy of Leadership campaign, University Advancement, with the support of President's Council, has adjusted its focus to more targeted projects. Under the new president the framing of a new campaign is being developed that will focus on priority academic building projects.

One area additionally supported by capital funds is that of technology. While some funds are accessed directly for technology costs through operating, large projects are supported through capital. Over the last five years approximately $1.6 million has been spent on improving campus infrastructure, particularly in areas such as servers, data storage, network infrastructure, wireless, classroom equipment, and software. Other decisions to support depth of technology have resulted in the centralized purchase of computers and the more integrated management of copiers and printers. Software acquisitions to improve services to employees and students have included a CRM for Marketing and Enrollment Management, Graduate Enrollment package, Records package for calendar and policies, and WEAVE for assessment. These technology enhancements have further supported the University in its connection to all its students, wherever and however they study. While not all the needed enhancements are yet in place, the University has largely ensured access to the library for all students studying on campus, online, nationally and internationally. Groups and individuals off-campus are supported by the off-campus librarian, who arranges web seminars for students studying at a distance and ensures they have access to resources they need. In addition, the student learning platform currently used by all students is Moodle, and this is used for learning both on- and off-

campus. Technology remains an area of continued expansion and need. In 2014, the Chief Information Officer developed a plan that would advance technology on campus to the next level. In our 2015–16 budget, the plan was advanced to purchase a CRM and hire an individual to help launch the product. However, the next step of the plan—to purchase and manage a data-warehousing system —has been put on hold due to budget constraints. Other technology needs remain in the focus of the University as it further seeks to better support its constituents.

Human resources at Andrews University remain probably its most important asset. 5.B.4 speaks particularly to the qualifications of staff. Faculty hiring and approval processes also ensure faculty are appropriately qualified, and faculty development policies and programs, such as the annual Faculty Institute and other ongoing education opportunities, ensure they remain deeply engaged with their disciplines and the higher education teaching environment. The University has generous policies for doctoral reimbursement and/or supporting current or prospective faculty through terminal qualifications. This assists the University in succession planning at the faculty level, and currently, faculty in Speech-Language Pathology & Audiology, Visual Art, Communication & Design, Church History and Chaplaincy are being sponsored by the University toward terminal degrees. The merging of faculty committees under the umbrella of the Faculty Policy and Development Committee helps ensure continued vigilance related to faculty hiring, promotion, and development. The teaching performance of adjunct teachers, whether they teach on the main campus of Andrews University through distance learning, or at off-campus sites, is also carefully monitored through the departments where they teach and/or through the School of Distance Education & International Partnerships. They are entered into the University adjunct database and approved at higher levels to ensure that their qualifications and experience meet the expectations of the University for teaching a particular class. Those qualifications are outlined in the University working policy, which was updated and approved during the 2015–16 academic year. Student-teacher ratios at the University show the high level of resources invested in the teaching side of the University program, as can be seen in the IPEDs figures on student-faculty ratios. Recent financial adjustments have resulted in a higher ratio than seen in recent reports, but the University still remains committed to maintaining a ratio that allows for strong mentor relationships between faculty and students**.**

In its 2013 focused visit, the HLC team reviewed earlier concerns regarding the staffing of off-campus programs and online education. Based on the University self-study and their visit, they concluded that the concerns of the 2009 team had largely been addressed and that the administrative merger of Griggs University with Andrews University in 2011 had resulted in much stronger resource support for education offered off the campus of Andrews University, whether through online or other distance modalities. Their only reservation was whether the University's plans for growth in online programs were supported by the current number of personnel in that area. Since the 2013 visit, the resourcing in the off-campus and online areas has continued to grow and increased in professionalism. The current organizational chart for the School of Distance Education & International Partnerships (SDEIP) provides the best quick view of these operations. The University has also recently received $1 million as a gift from the world church of Seventh-day Adventists on the request of University administration to further develop the online part of this school. This school is a clear example of where increased strategic resourcing has resulted in planned growth, particularly online.

Andrews University is fortunate to be situated in an excellent physical environment. While there are still some definite needs in the area of physical infrastructure, the last few years has given the University the opportunity to significantly improve physical space and thus improve the quality of its programs. Despite some implementation delays due to budget, the University has a clear trajectory when it comes to additional needs, be they physical structures, capital equipment, and information technology. While financial planning processes remain strong, the University does need to ensure improved operational results in the next few budget cycles. Andrews' greatest asset, however, remains

the employees, and the University continues to invest in the future by supporting professional development and encouraging succession planning where possible.

2. Resource allocation ensures that educational purposes are not adversely affected.

The institution's resource allocation process is managed through the creation of the annual operating budget as well as capital budget. In both cases resources are allocated in line with proven need and the institutional strategic plan, and are approved by relevant administrative and finance committees. This means that in setting up the budget for the ensuing year, budget managers will work with administration to review past operations and set a new budget that will meet both existing needs and those for voted new initiatives. For example, in 2011, a new School of Health Professions was formed to meet an approved strategic initiative. This need was identified by the deans and recommended for inclusion in the budget. The budget allocated to that new school was then decided based on operations of the departments transferred to the new school, with new monies identified as necessary to establish and incentivize the new school. This resulted in an additional $200,000 being allocated for this new center. This is an example of reallocation of resources for an agreed educational purpose.

The capital budget, on the other hand, is decided based on the performance of the past year and expected performance for the following year and is approved by a committee that represents various campus interests (See also 5.A.1 above). In the selection of projects, both ongoing and new needs are identified. For example, information technology remains a big ticket item, both for updating current systems and meeting new infrastructure needs, as does equipment in high cost areas such as Aviation and Engineering. Such priorities remain in line with the University educational strategy. A review of the capital budget for the last three years provides an idea of the spread of projects approved for capital expenditure and provides evidence that budget allocation supports the educational mission of the University.

Capital Budget 2015
Capital Budget 2016
Capital Budget 2017

In addition to the nature of allocation processes, the audited financial statements show the distribution of income throughout the University. The University aims at allocating 59.5% of income received for direct educational expense within the schools, including faculty salaries. The remaining 40.5% is used for institutional and academic support. Reviewing target allocations assists in assuring allocations remain in approved areas.

Andrews University does not disburse revenue to any superordinate entity. It does pay modest dues to organizations that serve the campus, such as Michigan Independent Colleges and Universities (MICU) and the Adventist Association of Colleges and Universities (AACU). However, as identified in 5.A.1, it does receive income annually from superordinate entities. This income remains a stable and important part of the University's financial structure and supports the academic, research, and service programs of the University.

The University does manage the accounts of several entities that have varied relationships with it. The University K–12 schools do operate within the University budget but receive minimal direct financial support from the University ($188,000 in the current year). They also directly support the University teacher education program, and many students in the University schools are the children of University employees. Academic centers, including the Andrews University Press, are integrally connected to the University academic operations, and therefore, small allocations are made to support their operations. For example, the AU Press has operated with a loss of $44,000 on average over the last three years.

The University Schools, Andrews Academy and Ruth Murdoch Elementary School, on the other hand, have earned an operational gain of $62,000 in that same time period. As can be seen, none of these operations are negatively impacting the University financial operations, although they do tangentially support the institutional mission.

Finally, a number of businesses operate on campus, each in support of campus academic operations. Physics Enterprises, and more recently, Chemistry Enterprises are innovative small businesses that provide income for scholarships and other unique initiatives. For example, in the last five years, Physics Enterprise has supported projects in engineering, architecture, and the College of Arts & Sciences. The Andrews University farm supports the agriculture degree programs and has provided additional income to the campus. One challenge presented by this relationship is that because profit from the farm is considered part of institutional income, when the profit falls or even goes into the red, the University finds itself with an unexpected deficit in income. The University is considering ways of not relying on income from businesses as a means of supplementing income available to academic operations and limiting the budget fluctuations caused by, for example, lower or higher milk prices. On average, however, the farm still brings finances into the University.

3. Goals of mission statements are realistic for organization, resources, and opportunities.

Since the last institutional visit by the Higher Learning Commission, the University mission statement has not changed: "Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world." Its goal statements are directly related to this mission, and these have undergone some minor adjustments. In addition, during 2014–15, four Core Strengths were identified that connect the mission statement with focus points in the University 2012–17 Strategic Plan. These Core Strengths—Live Wholly, Explore Intentionally, Learn Deeply, and Engage Globally—are articulated more fully on the University website. The mission statement and these elaborations underpin decisions made regarding the University's operations and strategic directions.

For example, in each of the four Core Strengths, there is measurable evidence of implementation within the institutional context. Under the Live Wholly strength, the University, working with the President's Council, prioritized the building of a Wellness Center to replace the current aging and inadequate facilities in this area. As part of the fund-raising process, an operating endowment of $2 million has been established to help fund a full-time University Health & Wellness director. The director has spearheaded a number of creative initiatives, pushing forward this part of our strategy within the context of institutional resources (See also 1.A.3 & 5.C.1). Under Explore Intentionally, the institution has launched an Explore Andrews initiative to help increase yield and retention, which, while in the early days of its operation, is showing good signs of success (See 1.A.3 & 4.C.3). With its focus on Learn Deeply, the University has also increased focus on undergraduate research, offering scholarships for students who engage in research and encouraging student participation in conferences and publications, which has led to research awards in a number of categories. At the graduate level, students also engage actively in research with their professors, and the Seminary has recently launched a publication that focuses on student research. The University has the privilege of being in the top 10 universities in North America for international diversity, which in itself provides a context for the strength of Engage Globally. Tours abroad are part of the Andrews University culture, as a review of the tours offered during the last three years illustrates, while a newly-introduced international partnership program will further bring cultural richness to the campus as it allows students at other Seventh-day Adventist institutions worldwide to complete their degrees at Andrews University (See 1.A.3 & 1.C.2 for examples). The University's graduate programs also extend their reach internationally with programs being taught in cohorts in a range of countries internationally, and the Seminary in particular is considered the theological center of learning for the

Seventh-day Adventist world church, with faculty in high demand for presentations at international church conferences. Each of these cases illustrates how the University strives to meet institutional goals in ways that are manageable within its resources.

Study Tours 2015
Study Tours 2016
Study Tours 2017

4. Staff are appropriately qualified and trained.

The University's hiring and evaluation processes frame the University's commitment to ensuring staff in all areas are appropriately qualified and trained. Since 2014, the process for posting for a new hire has been online, with a job description, required qualifications, and expectations of the position required in the posting. A completed application is routed for signatures by the supervisor and appropriate senior administrators. Three signatories are normally required; for example, an opening for a staff position in an academic department will require the signatures of the department chair, dean and provost. This process provides multiple opportunities for reviewing the posting including a candidate's qualifications by each of these three individuals and has by itself resulted in much more consistency in hiring processes.

During the search process, a range of individuals are involved to ensure new employees are appropriately qualified and trained. Once the person has been selected, the supervisor will complete a request for hire form, which will identify any special expectations. This means that any additional qualifications or training will be included as a part of the hire process, with the expectations placed in the hire letter as a sample letter shows. In addition, when a position requires a particular qualification (e.g., an electrician), appropriate certificates must be presented at the time of hire and before the person starts his or her employment.

The annual staff performance and development review provides another opportunity for administration and direct supervisors to discuss with each employee his or her plans for professional growth. This could include additional qualifications or training opportunities. Both supervisors and staff initiate recommendations for training and growth and sign on an agreed plan of action. This can include external or internal training and development. In addition to the personalized plans of action, staff are expected to attend training sessions related to new processes and/or institutional or government expectations. For example, all employees are expected to participate in an online module of training on Title IX and relevant employees are asked to complete training in FERPA. In addition, once every three years, all staff are expected to attend Advanced Connections, a roundtable event that focuses on customer service. Supervisors are also required to attend biannual training on processes related to hiring and evaluation. Other opportunities available to staff include "lunch and learn" sessions, classes in the Microsoft Office Suite, and the opportunity for full-time employees to take a free class, as approved by their supervisor. Several staff have completed degrees through this process, which has then led to salary increases and/or advancement. For example, one of our maintenance staff in Aviation, who had considerable experience but no formal degree, completed his degree and is now a very effective Aviation Mechanics teacher.

The University considers it critical to its successful operations to both hire individuals with the right qualifications and continue to assist in their professional development.

5. Process for budgeting and monitoring expense.

The vice president for Financial Administration manages budgeting and monitoring of expenses, and

the Financial Management Committee manages the financial decisions. Board of Trustees management is through the University Operations and Finance Committee (UOFC) and Audit Committee, which review management's operations of finance and make recommendations to the Board.

The University budget process starts in the fall of the year preceding the start of the new budget year, May 1. The first stage of the budget process is to establish assumptions for the new budget. Several of these are established by Board policy and currently include established figures for enrollment projections (97% of previous year), budgeted annual gain (3.5%), and amount of money to be used for debt reduction ($1,000,000 annually). With these goals and the current financial realities in mind, senior administration develops a budget assumption sheet, approved by the University Financial Management Committee, to be presented to the Board of Trustees meeting in October of each year. Once approved, these budget assumptions become the framework for budget development.

The next stage of budget development is to request all budget managers to work with budget centers reporting to them, reviewing past budgets and projecting the budgets for the following year within the parameters voted in the budget assumptions. Budget projections include requests for capital expenditures and adjustments to personnel. Budget managers then review their budgets with financial management, working with their centers to ensure that the University goals are met campus-wide. The Financial Management Committee recommends to the Board of Trustees, through the UOFC, any adjustments to the original budget assumptions at the March Board meetings, including any changes to the proposed institutional gain. At this point the UOFC can in turn vote to recommend approval of the budget or request for further additional work by the University. Their recommendations are taken to the full Board of Trustees for final action.

Expense are monitored directly by budget holders, overseen by budget managers, who have online access to all budgets under their control. Statements are monthly, but updates in the online budget information are immediate. Consolidated financial statements are shared with the Financial Management Committee monthly to consider trends and any actions to be taken. The UOFC further reviews the most up-to-date statements when it meets and reviews final year statements.

Financial Statements 2013
Financial Statements 2014
Financial Statements 2015

The current budget process of the University appears effective, and expenses over the last year have come in at or below budget. However, as identified in 5.A.1, changing market demographics and increase in benefits' payments, particularly medical, have resulted in income deficits in the last few years. The 2016–17 budget attempts to make some significant adjustments to bring the University budget in alignment with its goals. As identified in 5.A.1, the Board has voted a three-year plan that recognizes both income increases and expenditure reductions to attain this goal. In December 2016 the University purchased software from BKD (auditors) that will provide detailed data on academic operations at program, student and faculty levels. Moving forward this will provide the University with a tool that will allow even more precision in monitoring expenses and greater capacity for targeted budgeting.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

1. Knowledgeable governing board provides Institutional oversight.

The governing board and its sub-committees are provided with knowledge about the institution through occasional retreats, information shared regularly through the Office of the President, and regular Board meetings. Active sub-committees and the full Board of Trustees provide oversight of appropriate policies and actions to ensure the Board meets its legal and fiduciary responsibilities.

In accordance with the University bylaws, the Board of Trustees is appointed every five years. This process usually results in a change of up to one-third of the Board membership. The Board manual also mandates a retreat/training session within one year of the new Board being formed to ensure that the new Board is orientated to the institution and to its governance. For example, during its June 2011 retreat, the Board examined best practices in higher education boards in discussions facilitated by Robert C. Andringa, co-author of "*Good Governance for Nonprofits*" and president emeritus of CCCU. In addition, each Board meeting includes a focused time for Board education; over the last five years, the Board examined a wide range of topics, including technology in learning, Title IX, university rankings, graduate education, distance education, campus master plan revision process, social media, and campus housing. The sub-committees of the Board receive further specialized briefings on the institution and/or the area under discussion. For example, in spring 2015, all members of the finance sub-committee received the book "*Checklist for Change*" by Robert Zemsky. The members of the Academic Programs & Educational Services Committee also receive a breadth of information to ensure that they can speak to the full board on strategic academic issues.

On legal and fiduciary responsibilities, the role of the Board of Trustees is identified in the Board Policies Manual**.** These responsibilities often start with sub-committees whose roles are also identified in the Manual, Sections 3.6.1–3.6.3.10. Within this structure, the Board Operations & Finance Committee reviews and recommends the financial parameters for institutional operations to the Board, along with actions related to budgeting and long-term financial planning. For example, in the October 26, 2015 board meeting, the finance committee chair "reported that the University Operations & Finance Committee took an action instructing administration to develop proposals that will increase the revenue for the University on a year-after-year basis of $3 million per year. This committee action will be guiding current and future discussions into finding new ways of producing income for the University." The Academic Programs & Educational Services Committee of the Board takes a similar

role in reviewing institutional research data and reports that underlie summary reports shared with the Board of Trustees. This group also considers proposals for eliminating or adding programs and for making significant adjustments to faculty policies and makes recommendations to the Board in full session.

Meeting in full session, the Board of Trustees both takes recommendations from its sub-committees and acts on information directly received from administration. Since 2013, the provost's fall report to the Board has included an annual benchmarking report on agreed Key Performance Indicators, and since 2014, the report has included a summary compliance report from administration. Other actions showing legal and fiduciary responsibility include approval of spending on capital that exceeds $250,000, and recording of allocations of unrestricted bequest amounts over and above the first $25,000, which goes into the unrestricted fund. In an executive session, administration also informs the Board of any current or pending legal actions that might impact the University.

In summary, the Board's education and its engagement in legal and fiduciary issues are expectations of its operation as outlined in the Board Policies Manual, and the Board meets these obligations.

2. Institutional policies and procedures to engage internal constituencies in governance.

The University takes the role of all internal constituencies in governance seriously and seeks to engage all groups as appropriate.

The Board of Trustees and its sub-committees operate within the parameters outlined in the board policies manual and as discussed in 5.A.1. This document also outlines the role of the president in governance and the president in turn delegates responsibilities to the vice presidents and other senior staff administrators to meet those governance expectations. During the 2009 Comprehensive Review, the visiting team raised questions regarding the split of administrative responsibilities between the president and provost. In response, the president adjusted these responsibilities at the hiring of the new provost in 2010 so that the Human Resources director and the vice presidents for Financial Administration, University Advancement and Integrated Marketing & Communication report to the president. The resulting organizational charts and rationale were shared with the HLC team during the focused visit in 2012 and their report, after interviews with the campus, supports these changes; this same structure is continuing under the new president and new provost.

Since the last Higher Learning Commission comprehensive review, the administrative committee structure has been comparatively flat, with senior administrators advising the president on administrative issues through Cabinet and other administrative decisions being made by a range of committees with memberships from across the campus. While this has worked to a large degree, duplication of agenda items and some lack of follow-through on decisions encouraged the administration to rethink this structure. As a result, beginning fall 2016, a newly formed University Strategy and Policy Committee brings together both the senior academic and administrative leadership in order to review and approve institutional governance decisions. This committee will also serve as the senior administrative committee, receiving reports and recommendations from other administrative committees/councils of the University. The intention of this committee "tree" is to ensure actions are effectively channeled through the University and to broaden the conversation on core strategic issues on an ongoing basis. It is too early to conclude how successful this will be.

The shared responsibilities of governance between administration/staff and faculty are outlined in a policy document on shared governance approved by Faculty Senate and Cabinet during the 2015–16 academic year. The existence of the document itself, which was created over an 18-month period between Senate (and a sub-committee), Deans' Council, and senior administration, demonstrates the

engagement of internal groups in governance decisions. Faculty governance is further clarified by the faculty committee structure and the terms of reference of each faculty committee that identify limits of responsibility and reporting lines. This clarification of the role of faculty in University governance has been one area of significant improvement in the last five years, with the movement from a University Senate to a Faculty Senate. That change was initiated after a faculty-led group, in consultation with the provost, created a new governance model and constitution for the Faculty Senate. This was approved by the Board of Trustees in summer 2014. A summary of actions taken by the Senate shows their active engagement in governance. This has included appointment of faculty to presidential and provost search committees, as well as to the University constituency meeting held in March 2016. In spring 2017, the Faculty Senate launched an evaluation of its operations and effectiveness among General Faculty as an ongoing attempt to review and improve its governance role.

Student engagement in governance is primarily through the undergraduate and graduate student associations. Andrews University Student Association (AUSA) functions as the representative body of the undergraduate students, and its purposes and organizational structure are identified in its constitution. AUSA has supported institutional culture and operations through various initiatives, including those that help shape University priorities for the campus. Recent initiatives include implementation of a bike share program, installation of coin-free laundry rooms with updated machines in the residence halls and rapid water bottle filling stations, identification of Internet capacity and speed issues leading to a comprehensive review of campus Internet needs and implementation of a new plan for the University, renovation of the Campus Center, and management of the Mutch Recreation Center, among others.

Andrews University Graduate Student Association (AUGSA) functions as the representative body of the graduate student population, and its role and organizational structure are similarly outlined in its constitution. AUGSA has also supported institutional culture and operations through a number of initiatives. Each executive officer is assigned to participate in a key University committee that impacts graduate academic or student life. The executive team plans and coordinates monthly social and/or spiritual events, the highlight being the annual AUGSA Gala each spring. It also participates in the planning of periodic academic forums, such as the annual Social Consciousness Summit, focusing on topics such as sex trafficking and racial justice. AUGSA has also collaborated with AUSA to improve campus facilities, their recent collaboration, for instance, leading to the renovation of the Campus Center lobby. In addition, the University has 89 registered student clubs and organizations that enrich the campus culture, provide leadership for students, and encourage engagement in service. Students are also involved in governance in other ways throughout the institution. For instance, during the 2015–16 academic year, the President Search Committee included one student as a voting member, and the Provost Search Committee included two. A Blue Ocean Strategy event held in November 2016 included a student group, who focused their conversations on campus community. One perceived area of strength students reported was student voice on campus.

Over the last few years, changes to committee structures and the establishment of the Faculty Senate have more deeply embedded the University's commitment to engaging all internal constituencies in governance. The faculty survey identifies successes and areas for improvement in this aspect. One institutional area of development is taking a more structured approach to staff governance. Although senior staff are well represented on committees engaged with governance issues, it is important to ensure other voices are also heard. To this end, a Staff Senate is in the process of being formed. This ongoing project aims to close a potential gap in the staff voice in governance.

3. Academic requirements, policy, and processes set through collaborative effort.

Throughout the University multiple individuals and groups are engaged in setting academic requirements, policies and processes. This structure allows for the collaborative engagement of administration, faculty, staff and students.

Under the University's shared governance model, faculty committees have primary responsibility for institution-wide decisions on academic policy. As the faculty governance chart shows, Faculty Senate has the final word on academic issues, but most of the work is through the Undergraduate Council and Graduate Council or their sub-committees with agenda items initiating from administrators, staff, or other faculty committees. For example, in 2015–16 the Academic Operations Council, working with the Office of Academic Records, initiated the University Policy Framework flowchart. A joint Undergraduate and Graduate Council meeting examined the proposed flowchart, pointed out some missing elements, and sent it to the Faculty Senate with their comments. The Senate made some improvements and voted it into policy. A further example was a proposal for changes to credit for prior learning, which initiated from the staff responsible for prior learning. After considerable discussion in the Undergraduate Council, the proposal was withdrawn for improvements.

The University's Integrity Council engages students in setting policies or handling issues on academic integrity as they arise. The Faculty Academic Integrity Committee (FAIC) and Student Academic Integrity Committee (SAIC) serve together on Academic Integrity Panels to discuss and make decisions on situations involving academic integrity. The structure and operational parameters of this council can be seen on the Integrity website.

Student engagement is also consistent at the school and department level where the committees and councils focus on initiatives, requirements, policies, and procedures that impact specific programs and the student experience within the discipline or school. For example, in the Seminary a student representative is appointed to all major academic committees, such as Dean's Council, Seminary Faculty Meeting, PhD Committee, DMin Committee, and Strategic Pastoral Education Committee. The Dean's Dialogue held in the Seminary also includes students, whose questions and suggestions have led to actions implemented through the Dean's Council or the Seminary Faculty Meeting; the re-establishment of an Ad Hoc Racism and Social Justice Committee dealing with racial and diversity issues was one recent outcome of this dialogue. Other schools and colleges of the University follow similar patterns by appointing students to department, school, and program committees.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

1. Resource allocation aligns with mission and priorities.

Andrews University's planning processes follow the pattern of scanning the environment, developing strategy in line with mission, checking viability of strategy, and then allocating resources in alignment with strategy. This process is best seen with specific examples.

One of the central foci in the 2012–17 Strategic Plan is the development of a School of Health Professions. This development was in line with our mission and supported by the market. After an initial designation of $200,000 to establish the school, the new dean created a plan for expansion. One of the first projects was the completion of the proposal for an MS in Speech-Language Pathology, based on the department's program review. This degree proposal included the addition of new faculty, new equipment, and new space. The resources were put in place to develop the new program, and by the end of the 2015–16 academic year, the University saw its first class of graduates from the program, with a pleasing first-time board pass rate of 11 out of 12 graduates. In the meantime, the necessary faculty, equipment, and space have been added to support the program. The MS in Speech-Language Pathology adds approximately $200,000 to the University's net income.

During the process of developing the 2012–17 Strategic Plan, one area of defined weakness was the campus gymnasium. By the time the plan was concluded, building a Wellness Center was identified as a priority. The president discussed this idea with President's Council, and while they supported the idea of building a new facility, they appropriately pushed the University to consider the need for a focus on wellness as a totality, as this was more fully in line with the institutional mission and the Seventh-day Adventist Church's focus on health. By 2016, $15 million has been raised for the new building, and a new center has been designed in concept that will offer multiple wellness opportunities. With a $2 million endowment having been secured to pay for a director of the center and some programming, an energetic campus program is in place, evidenced by the strategic plan developed by the director and her team. As a result of the University Health and Wellness initiative, the University has been identified as a Gold Level Campus by the American College of Sports Medicine (ACSM) Exercise is Medicine on Campus (EIM-OC) Advisory Group for recognizing and implementing exercise as medicine for a preventive and rehabilitative measure. The University has also placed significant strategic focus on the development of what is now the School of Distance

Education & International Partnerships (renamed in 2015). This school houses the professional team that works with all University schools planning to develop international programs operating at sites around the world, as well as initiates and supports initiatives relating to online delivery of education. The HLC team of 2009 expressed a range of concerns in relation to the staffing and management of these areas. By the time the focused team visited the University in 2013 to review improvements, the University had also been "gifted" with Griggs University (a distance learning and online university) from the Seventh-day Adventist world church. In their review the focused team identified the success the University had in managing the transition of Griggs University to Andrews, as well as the strategic focus that had been given in these areas through increased professional staffing and oversight (see also 5.C.5 below). The only remaining concern was over the number of staffing in the online area if the University continued its emphasis as planned. Now, four years further on and with the continued strategic focus of the University in distributed education, both programs and resources have expanded. This has been most recently evidenced by the "ask" of $1 million from the Seventh-day Adventist world church to further expand the support of the online part of the work of this School. This was granted and will further support the resourcing of online development.

Another recent example of the University connecting priorities and mission with resources is the decision made during the 2014–15 academic year to think strategically about how to support the students who had little direction when entering university. This resulted in an Explore Andrews initiative, targeted at students who had not decided on a major (See also 1.A.C & 5.A.3). The essence of this program is captured in a video on the University website, which outlines the University's commitment to helping each student find a pathway for his or her academic and then professional career. The decision to prioritize this project came from the Deans' Council on the recommendation of the director of general education (now assistant provost for undergraduate initiatives). While it is too early to know whether our desired outcomes (e.g., increased yield of applying students and increased retention of first-year students) will be maintained long-term, early signals are positive (See 4.C.3). So far, the engagement of students in the program has been strong and the student feedback on the quality of the support has been very encouraging.

2. Linked processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The University's assessment of student learning and evaluation of operations are inextricably connected. These in turn lead to links with planning and budgeting. This assessment takes place in many forms as outlined in Criterion 4. Some of the evidence of that learning is directly embedded in evaluation of operations; others are separate and must be linked deliberately.

The University KPIs integrate information on student learning and institutional operations. For example, the University KPI on retention targets 80% and six-year graduation at 60%, and these figures indicate whether or not the overall institutional operations are conducive to meeting the targets. However, when the University drills down beneath these figures, retention and graduation rates for different ethnic groups can be compared. These charts suggest on the whole a very positive pattern of student learning across demographic groups at Andrews. International student retention and completion are the most concerning, even allowing for some inconsistency in data. This has led the University to focus more effectively on the international student experience, from recruitment to first campus experience to ongoing support. To assist with this focus, the University has moved the oversight of Student International Services from Student Life to Enrollment Management, so that there is a more coherent approach to working with international students in the early days of their experience. In addition, the Office of International Student Services & Programs has been given an increased budget to hire additional student support team members; they now offer increased services to international students (See also 1.C.2). Since both of these actions are recent (2016 and 2015

respectively), it will be a while before we can see if these strategies have worked in providing a more customer-friendly and supportive environment to students, which, in turn, should impact retention and graduation rates. In October 2016, with the support of the Board of Trustees, the University entered a contract with BKD, an auditing group, which has developed software that bridges financial data with academic and student data. The information generated through this new program, which will first become available in spring 2017, will further assist the University with data-based decision making.

Assessment of learning through accredited programs gives another window into linking learning with operations, then planning and budgeting. For example, in assessing their program for ABET accreditation, the Department of Engineering & Computer Science self-identified a challenge with the scope and completion of some of the senior projects and also the limitations of innovative creative space. These conclusions on student learning have necessitated financial support for equipment for the program, as well as space. During summer 2016, the Engineering Department was moved to an area of campus to provide more creative space. The University continues to support equipment expansion in the department according to need.

An interesting example of the interrelation of assessment of student learning, evaluation of operations, planning, and budgeting in making decisions started in summer 2015 with the recognition that students in the Department of Communication were not satisfied with teaching in the area of media communication. At the same time, in the Department of Visual Art & Design, falling numbers in disciplines such as photography were resulting in very small class sizes, affecting operations and student learning. After some consultation, the University decided that merging the two departments into a Department of Visual Art, Communication & Design would potentially add increased synergy to all the programs, provide students with a stronger and more current learning experience, and improve financial ratios. The merger took place during 2015–16, and it is once again too early to see extensive results. However, student ratios are already improved with the reduction of two faculty FTEs, and student reviews of cross-disciplinary classes received high evaluations in spring 2016. Also, a new studio space was created as a priority during summer 2016 as agreed in the capital budgeting process (See also 4.B.3).

3. Planning involves institution and constituent groups.

The University engages in an inclusive process of planning that seeks input from a wide range of internal and external constituent groups. This is true of the creation of full strategic plans and the review and updating of those plans between major reviews.

During the 2011–12 academic year, Andrews University created its 2012–17 Strategic Plan. The resulting strategic plan and the process for approving the plan were outlined in the focused visit self-study. In response to that report and interviews on campus, the visiting team concluded the following: "The provost initiated a broad-based, institutional planning process that enjoys ongoing support of the board, faculty, and staff. Interviews with various planning and administrative committees, such as those for strategic planning and faculty strategic initiatives, confirmed a commitment to accomplishing their respective goals in support of the broader institutional strategic plan. They provided examples demonstrating that budget is adapted to fund priority goals."

Between 2012 and 2016, the 2012–17 Strategic Plan was reviewed in a number of ways. The Board of Trustees and its sub-committees have received a range of reports. The KPIs referenced in 5.C.2 are reviewed annually in the fall. In addition, strategic reviews and plans on actions/adjustments are also shared during the spring. The campus internally reviews its progress further through regular reports and discussions at faculty meetings and through the actions taken by various schools and units as the follow-through on strategic plans. For example, the 2012 strategic plan identified growth in the

health professions as an institutional strategy. This has been followed through by the School of Health Professions with the addition of an MS in Speech-Language Pathology, a DNP degree, an MPH and plans for a BPH to start in fall 2017. In addition, the nursing program, which was struggling with enrollment, has received a boost with a targeted scholarship, along with other plans to raise the profile and quality of the program. Each year, a document focusing on the plans for the following year is initiated in the Office of the Provost and shared with/adjusted by the Deans' Council, Faculty Senate and other impacted groups. In 2015 the plan was given even more focus by highlighting four Core Strengths that aligned with the University strategy. These were discussed in various forums before becoming part of the institutional communication strategy; they are now used in promotional brochures and on the University website (See also 1.A.1 & 1.A.3).

Starting in January 2016, the University began a process for a major review of the 2012–17 Strategic Plan with the intent of having a new five-year rolling plan in place for June 2017. The process for engaging the different constituent groups remains similar to the process used in 2011–12. The terms of reference and membership of the Strategic Planning Committee confirm this group as the one that steers the strategic planning conversations and receives feedback from schools, departments, and committees of the campus. In spring 2015, a simple feedback form was shared with Faculty Senate, deans, and vice presidents with a request to use it as the beginning of a conversation with their respective teams/committees. Parallel to these conversations, the Strategic Planning Committee is defining the parameters for the new plan and identifying major strategic directions. As the most recent documents from the process show, the broad directions of the plan are building on the Core Strengths defined during the last strategic planning cycle (Live Wholly, Explore Intentionally, Engage Globally, and Learn Deeply). Some plans within these Core Strengths are already materializing. For example, under the core strength of Learn Deeply, the faculty recommendation of creating more intentional expectations and opportunities for faculty growth in teaching has led to creating a Center for Teaching and Learning Excellence run by a faculty member for 50% of her responsibilities. Similarly, under the core strength of Engage Globally, the recommendation from the Board of Trustees and faculty to focus on online development has led (and will continue to lead) to increasing professional staff in course development and plans for several new and/or improved online programs (such as a new MA in Religion and continued development of the MPH). These Core Strengths are being used as a framework for various reporting units in establishing their own strategic plans. In addition to these internal processes, the University brought Andi Simon, author of the book "*On the Brink*," to the campus in November 2016 to lead a range of participants from across the campus in a Blue Ocean strategy session, looking at key areas for exploration. Ideas from this session will additionally impact the final framing of the strategic plan for 2017–2022.

The external engagement in this process involves the alumni, President's Council, and the Board of Trustees, which in turn represent a range of external constituencies, particularly within the Seventh-day Adventist Church. Alumni input comes through the Office of Alumni Services. President's Council provides its input through the agendas of its regular meetings and the recommendations it makes. The council both processed and recommended that the University build a Health & Wellness Center and helped the campus focus on the center as part of a greater wellness initiative. In more recent meetings, the group has recommended that after the completion of the Wellness Center, the campus address some academic facility needs in the areas of music, engineering, and health professions (particularly the two departments of Nursing and Public Health, Nutrition & Wellness). These will feed into the facilities master plan, which will be part of the 2017 rollout plan. During the 2011–12 planning cycle, several board members joined the campus strategic planning process. For the 2016–17 cycle, the Board will spend part of its March 2017 retreat in engaging with the strategic plan.

The University has taken seriously the need for wide engagement in strategic planning. This enriches the process and encourages campus ownership.

4. Institutional planning based on understanding of capacity and anticipating fluctuations in revenue sources.

Andrews University has three major sources of revenue: income from church entities, income from endowments and income from tuition. Church support has remained constant and is indexed to factors that are integral to maintaining reasonable stability. As identified in 5.A.1, the income from church sources provides around 13% of the annual University budget, while income from endowments largely supports faculty who hold endowed chairs and student scholarships. While the markets can be volatile, our policy for applying money from endowments to operations assumes an average percentage of growth (currently set at 5%). This provides stability to this income source. The third revenue stream is from enrollment, which has resulted in some volatility in income to the University. For example, in the last three years, there has been a significant fall in undergraduate FTE enrollment, alongside a growth in high school students and students who take distance education programs. IPEDS numbers indicate this by the growing discrepancy between overall headcount and credits taken. This change of demographics has also impacted the tuition income, as tuition for distance education courses/programs, for example, is set at a lower level than on-campus courses and degrees. This is true also for courses taken by high school students, another strong area of growth. When the University 2012 strategic plan was developed, neither the level of drop in FTE nor the change in the profile of tuition income was fully anticipated. This reality led to operational shortfalls in the last few years.

The new strategic planning cycle has, to a large degree, considered the factors impacting enrollment and discounts. Taking the current environments into account, a five-year enrollment projection has led the University to set new enrollment targets of 1,600 undergraduate students at the home campus; 1,000 online undergraduate students; and 1,750 graduate students, combined home campus and online. The calculations for these figures take into account trends, new potential markets, and likely retention rates. For example, the undergraduate goal of 1,600 students assumes increasing the freshman (FTIAC) class to 350 with transfer numbers of 175–200. This number assumes likely growth in some key campus programs, such as nursing, biology, and engineering/computer science and considers realistic capacity for growth elsewhere. Budgets and adjustments to operating expenses reflect the need to respond to anticipated institutional capacity. This has meant, for example, reducing expenses totaling around $1.6 million in the 2016–17 budget and further reducing expenses in 2017–18 and 2018–19, along with anticipated new revenue streams over that same period that will total a minimum of $3 million. The plans remain in flux as some initiatives make more ground than others, but the overall adjustment remains the University target.

Currently the University has put in place planning based on a more realistic understanding of institutional capacity. At the same time, it is also considering ways of ensuring the organization can be strategic long-term and yet nimble in response to factors that impact its capacity, as, for example, in increasing adjunct faculty where appropriate.

5. Institutional planning anticipates emerging factors.

Emerging factors in higher education inform planning at Andrews University at a number of levels. Demographic changes are embedded in the conversations shared by the Enrollment Management team with administrators, board, and faculty. In particular, over the last few years, those demographics have revealed that the Midwest and Northeast have downturns in University level populations. This has encouraged planning conversations regarding new markets, improved processes for communication and realignment of expected revenues going forward. These changes have further coincided with an increase in interests in the university experience from adults returning to complete

degrees, and, on the other end, high-schoolers taking dual credit. These anticipated demographic shifts are recognized in the goals set for the 2017–22 Strategic Plan (See 5.C.4 above), in comparison to those for the 2012–17 plan. It has been seen in the growth and development of prior learning policies and in the expansion of student service support for off-campus students and high school students.

Emerging technology both allows new opportunities for the University and provides threats. The most significant threat is in the resourcing needed to stay current in the rapidly changing technological environment. However, the Chief Information Officer and team provide key guidance in the strategic decisions that need to be made in this area, from the perspective of personnel, infrastructure, and software. Some of the most significant adjustments in the last few years include the creation of a CRM for marketing and enrollment communication, the movement of the Student Management platform to Moodle, the centralizing of computer purchases, and the significant increase in bandwidth from 140 megabits in 2010 to 1,300 megabits currently. The most important strategic needs are to establish a data-warehousing system, build a portal, and increase ITS personnel to help with creating and streamlining processes not yet in electronic format. All of these are in the plan for future development and are part of a multi-faceted ITS strategic plan.

When it comes to globalization, Andrews University has a head start. The University has for many years been engaged in partnerships and affiliations with other universities internationally that are part of the Seventh-day Adventist Church. The 2009 comprehensive HLC report appropriately recognized that the University had lost touch with best practice in some of its international academic relationships, but by the time of the 2013 focused visit, the team could write that the University had made "significant and meaningful progress in addressing concerns related to the oversight of Andrews University's affiliate and extension programs" (Advancement Section, p. 4). In addition to Andrews University's own international connections, the change of control process when Griggs University merged with Andrews University in 2011 added additional layers to the global footprint of the University. Those realities, along with the trends towards globalization, have informed a number of strategic decisions of the University and will continue to do so. In practice this means that the University, in alignment with its historic and current mission, continues to partner with institutions in Vietnam, England, Hong Kong and Trinidad to offer degrees. It also offers degrees through distance modalities or face-to-face in Romania, Poland, Ukraine, Russia, Trinidad, England, Brazil, and Rwanda. The University also has partnership agreements with a range of institutions internationally, which allow student exchanges or fast-track transfers of eligible students (See 1.C.2). In this case, the emerging facts related to globalization in North America resonates with the mission and history of the institution. The selection of opportunities and nature of engagement reflect the strategic decisions of the University on its footprint and priorities. Samples of the contracts and partnership documents with relevant universities or church organizations show the range of ways in which the University seeks to meet its mission goals and its commitment to best practice.

In addition to the University's global engagement, its strategies also reflect the realities of globalization and diversity within the campus itself. With 20% of its student body international and being named as the second most diverse campus in North America, Andrews must model a campus that understands both globalization and diversity. Amid the racial tensions in the United States, the new president and provost clearly communicated to the all campus constituencies their commitment, particularly in the area of diversity. The campus works with a professor in Graduate Counseling & Psychology, whose expertise centers on diversity issues, to provide education on diversity to faculty and student groups. The campus Diversity Council and Global Engagement Committee, along with other ad hoc groups, also advise the University in these areas. International tours, study abroad, campus events such as International Food Fair—all are part of the fabric of the University (See also 1.C). However, beyond these initiatives, the University has not yet identified the best way to structure visioning and managing diversity and globalization on campus. An ad hoc group on race

recommended to administration and to the Strategic Planning Committee the appointment of a vice president for Inclusion and Diversity. This and other recommendations to further enrich the campus experience in these areas remain priorities for action as the University creates its next strategic plan.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

1. Institution documents performance of operations.

The University develops and documents evidence of its performance in its operations in a range of ways. The University 2012–17 Strategic Plan identifies a series of key performance indicators (KPIs) in response to the request of the Board of Trustees to have an annual report of key items. These are shared with the Board of Trustees in annual reports, and Board sub-committees consider more detailed material related to the KPIs. Subsets of performance by different demographic groups are regularly reviewed by the Academic Programs & Educational Services Committee; detailed information on ETS results is reviewed by departments; and faith perspectives are examined by individual questions. Information related to KPIs is similarly shared annually with the General Faculty and is documented on the institutional website, along with mission attainment, graduation rates, and job placement information.

Institutional financial performance is similarly documented and shared both internally and externally. The University Financial Management Committee reviews monthly statements of financial operations and end-of-year statements. The Board Audit Committee reviews the audit, and information on the performance and audit is shared with the Board of Trustees. Key information related to finances and to endowments is also shared through an annual report to alumni.

2. Institution learns from operational experience and applies learning to improve institutional effectiveness, capabilities, and sustainability.

The University examines its performance at various points in each year as it seeks to improve performance, capability, and sustainability at many levels. The annual cycle of setting and monitoring budgets through the Financial Management Committee is one key place where this happens (See also 5.A.5). The monthly review by budget managers allows the University to identify performance challenges and resolve them where possible at an early point. For example, during the 2016–17 academic year, with significant downturn in income and high expenditure in the benefit area, budget holders were asked to hold back expenses in a range of areas. This led to $1.1 million less in expenditures than budgeted for that year.

The Institutional Operations Council has been one structural way of learning from operational experience and improving effectiveness. Over the three years of its existence, the committee has reviewed and made recommendations for improved operational effectiveness in areas including onboarding of faculty and staff; graduate enrollment, process management and data integrity. It has also initiated conversations that have led to, for example, a priority document from Information Technology Services and a recommendation to purchase Curriculog to support management of curriculum and program changes. The council maintains a standing agenda that identifies areas of

institutional operation that overlap departments and where the University considers regular review is needed to ensure continually improved operations. In the reorganization of committee alignments starting in fall 2016, the Institutional Operations Council was realigned to report to the new University Strategy and Policy Committee to ensure the actions of this group naturally connect to the strategic planning and policy development processes of the University.

On the academic front, the Academic Operations Council serves a similar function. It receives recommendations from faculty committees or service groups that are not directly aligned with Undergraduate and Graduate Council, such as Advisor's Council, Integrity Council, and Distance Learning, and Technology Committee. It then reviews reports and makes recommendations to relevant committees for action. For example, the April 2016 minutes indicate actions taken on a recommended University policy framework, guidelines for interactive and online self-paced courses, and recommendations from Advisor's Council on the remedial math sequence. Each of these recommendations was based on perceived challenges with current operations identified by the relevant recommending committee/unit, such as duplication and lack of coherence between different policy documents, and students reaching their senior year without having completed the University math requirement.

In addition to formal University structures that assist the University in making decisions on institutional improvements, planning sessions at individual department levels push the improvement cycle to unit-levels of operation. The strategic plan, for example, of the Office of Academic Records shows their engagement with improvement in the short-term and long-term. On the academic front, the Department of Nursing and School of Health Professions were concerned with pass rates and student numbers. With new strategies in place to maintain quality, pass rates improved considerably to 100% in the last reporting period. In addition, after recommendations from the department and school, and as identified in 5.C.3, the University agreed to give increased profile to the program and put in a short-term special scholarship rate for incoming students meeting certain criteria. This has increased new students coming into the program from 10 in 2015 (7 FTIAC) to 40 in 2016 (27 FTIAC). While the scholarship level is not sustainable long-term, this plan has encouraged new excitement about the program, which the University hopes will be self-sustaining without such a high scholarship after a few years.

The University seeks to actively maintain structures that invite review of performance and decisions on improvements, capabilities, and sustainability: whether through committees or departments/units. This relies on a commitment of administration, faculty and staff to a "learning community," an ongoing focus for the University.

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

<u>Strengths:</u>

- Financial planning and Strategic planning connected
- Organizational changes to support decision-making: University Strategy and Policy Committee, and Faculty Senate
- Success of Griggs University merger resulting in increased professionalism in online and distance education
- Unity of internal governance groups around institutional mission (students, faculty, administration, Board)
- Successful follow-through and positive impact of critical strategic decisions (e.g. founding of School of Health Professions and School of Distance Education & International Partnerships; Explore Andrews Initiative; New programs such as MS Speech-Language Pathology)
- Significant decisions to change direction due to assessment evidence (Visual Art,Communication & Design department, nursing scholarships)
- Wide engagement in planning processes
- Growth of systems to increase cross-departmental decisions (Institutional Operations Council and Academic Operations Council)

<u>Future Considerations:</u>

- Continued need to adjust budgets to align with financial goals
- Expansion of capacity of ITS to meet best-practice needs
- Development of a Staff Council to broaden staff engagement in decisions (parallel to Faculty Senate)
- Development of greater capacity to shift flexibly with demographic shifts through such tools as BKD

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There are no sources.